

**IMPROVING ENGLISH CLASSROOM INTERACTIONS OF
GRADE X STUDENTS OF SMA N 1 SRANDAKAN THROUGH
INFORMATION GAP ACTIVITIES IN THE ACADEMIC YEAR
OF 2013/2014**

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment
of the Degree of *Sarjana Pendidikan* in English Language Education



By :

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**ENGLISH EDUCATION
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2014**

APPROVAL PAGE

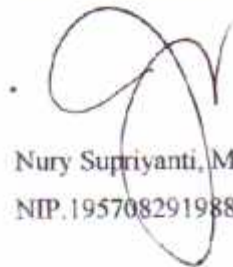
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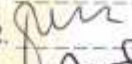


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Yogyakarta, 20 Agustus 2014

Penulis,



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Yogyakarta, August 20th 2014

The writer

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DEDICATIONS

I dedicate this thesis to my beloved father Subari, and my beloved mother Suminah, S.Pd I whose patience has been enlightening every moment of my life, and my beloved sister for her love and support, and everyone who supports me so far.

MOTTOS

ذَٰلِكَ بِأَنَّ اللَّهَ لَمْ يَكُ مُغَيِّرًا نِّعْمَةً أَنْعَمَهَا عَلَىٰ قَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا
 بِأَنفُسِهِمْ ۗ وَأَنَّ اللَّهَ سَمِيعٌ عَلِيمٌ ﴿٥٣﴾

“That is because Allah would not change a favor which He had bestowed upon a people until they change what is within themselves. And indeed, Allah is Hearing and Knowing”(QS.An Anfaal 8 : 53)

Kadanghal-

halburuk Tuhan hadir kankedalam hidupmu untuk mengingatkan mupadah
 al-hal baik yang lupa kamu syukuri.

(*Mario Teguh*)

Anyone who has never made a mistake has never tried anything new.

(*Anonymous*)

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ABSTRACT

The study aimed at improving classroom interaction among grade X students of SMA N 1 Srandakan through information gap activities in the academic year of 2013/2014.

The research was classified as action research. It was done through some steps namely (a) reconnaissance, (b) planning, (c) implementing and observing actions, and (d) reflection. It was done in two cycles. Each cycle consisted of three meetings. Information gap activity was implemented in each meeting with some supporting actions such as using media, maximizing classroom discussion, and using classroom English. The subjects of the research were 8 males and 15 females students. The data obtained during the research were qualitative data. They were collected through observation and interview. Observation guide and interview guide were used as the instruments. The data were in the forms of fieldnotes and interview transcripts. The validity of the data was obtained by applying the democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The reliability of the data was gained by using multiple method and investigator triangulation technique.

The result of the research shows that the use of information gap activities successfully improved classroom interaction. Based on the interview and observation, there were a lot of improvements in the class. They were on the interaction between teacher and the students, the interaction between the students and the material, and the interaction among the students. More interaction occurred in the class. In teacher-student interaction, the students interacted with the teacher in classroom discussion. The students expressed their opinion or asked question to the teacher. Besides, the interaction between the students and the material also improved. The students wanted to participate in every task completion and do the task by not doing cheating. As the improvement on student-student interaction, the students had a lot of interaction during the information gap activities or group work. They talked to other students to discuss the answer and to complete the task.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Based on the school-based curriculum, the teaching of English in Senior High Schools in Indonesia focuses on how to make the students able to communicate. It helps students to develop some competencies or skills, so that they are able to communicate in certain literacy level. The literacy level includes performative, functional, informational, and epistemic. In performative level, students are able to read, write, listen, and speak using certain symbols. While in the functional level, students are able to use language in daily life such as reading newspapers, or manuals. When students are able to use their language competences to develop their knowledge, they are in the informational level. In the top level, epistemic level, students are able to express their idea using the language use (Wells, 1987).

The teaching of English in Senior High School focuses on the informational level. The students are prepared to communicate in college or university levels. They are not guided into epistemic level, because in Indonesia, English is a foreign language. The English materials in Senior High School are based on the goals of the curriculum such as to make the students able to communicate both orally or written. Besides, the curriculum makes the students realize the importance of English in global competition. The students also learn about the relation between language and culture. So that, they can understand that language is part of the culture.

The curriculum tries to develop the students' ability on the four skills, listening, speaking, reading, and writing. The materials include interpersonal and transactional conversation. The conversation takes place in certain contexts. The use of language is determined by contexts. The materials provided by the curriculum do not only include the expression that people use in everyday life but the use of text in everyday life such as procedure, report, announcement, notice, and etc.

To reach the goal is not easy. Teachers do not simply teach them and the students will know, but how to make the students able to use it in everyday life. What students need is communication. The teacher should promote activities that can help the students to do communication. Communication can happen if there is an interaction. Interactions can happen between the teacher and the students, among the students themselves, and between the students and the materials.

However, the classroom interaction of grade X students of SMA N 1 Srandakan is low. After the researcher conducted an observation at the class, she got some information. The low quality of classroom interaction can be seen from the lack of interaction between teachers and students, among the students themselves, and between the students and the materials.

Interactions between students and the teacher occurred when the teacher or the students initiate, then the response followed the action. When the teacher holds a discussion and the students are actively involved, the interaction also happened. Teachers should involve the students in the class by making them active to participate in the teaching and learning process. So,

there will be a good interaction in the classroom. The interaction among the students appears when the students are able to work in pairs or in groups. They have willingness to interact with other students. When students also have willingness in doing the task, they are making interaction with the materials. They are motivated to do the task.

The successful teaching is showed in the teaching and learning process. The teaching and learning process is successful if it runs effectively and efficiently. Interaction plays an important role. It enables the teaching and learning process runs effectively and efficiently. So, the teacher should promote some activities that emphasize on the interaction.

Based on the problem above, the researcher decides to help the students to be engaged in the teaching and learning process. She wants to make the students feel comfortable in learning English. When they are motivated to learn, automatically they are learning English without realizing that they are learning. They will do the activities which promote interaction. So that classroom interaction will be improved. For this purpose, information gap activities are used as the technique to improve the teaching and learning interaction.

B. Identification of the Problem

From the observation, she found some information about the problems of English teaching and learning process in the students under the study. Focusing on grade X, she identified existing problems and classified them into three categories. They were the interaction between teacher and students,

the interaction among the students, and the interaction between student and the material.

The first problem was related to the interaction between teacher and students. The teacher never carried out routines tasks in the class; it was one of the ways to propose interaction in the class. Besides, the activities done in the class were not enough to create a good interaction between the teacher and the students in the English class. The teaching and learning process only involved the activities of explaining and writing the explanation. The students did not pay attention to the teacher's explanation. They tended to play handphone in the class. There were only few activities which can engage all the students in the class to participate. The students were also less active in class discussion. They rarely asked question. When doing the tasks, the teacher did not move around the class to check students' work. So, it could not build many interactions to occur.

The second problem was related to the interaction among the students. The activities in the class were not enough to create interaction among the students. There were mostly individual activities in the class. They sometimes needed to do pair work or group work. It could help the students to talk and have interaction with other friends. They could have more opportunities to speak English. They would feel easy on doing the task if they shared and thought about the answer together. It could increase the level of confidence. The pair work or group work also could make the students used to communicate in English.

The third problem was related to the interaction between students and the material. The interaction between students and materials played an important point in teaching and learning process. But here, the students were not well engaged with the materials. They did not want to do the task. They tended to do cheating in doing the task. So, they did not have a good interaction with the materials.

In addition, those problems above made the teacher and students difficult to have interaction in the class. In order to help the teachers on achieving the goal, she decided to improve the class interaction through the use of information gap activities. It was expected that by using information gap in the class, there were more interactions in the class. So, they could reach what they have to achieve in the teaching and learning process.

C. Limitation of the Problem

From the identification of the problem above, it can be seen that the classroom interaction of grade X students of SMA N 1 Srandakan is still low. The lack of the interaction is influenced by the students, the teacher, materials, and media. It would be impossible to investigate all those problems due to the wider discussion and the limited time that the researcher has to finish the research. That is why the researcher focuses only on the efforts to improve English classroom interactions of grade X students of SMA N 1 Srandakan in the second semester in the academic year of 2013/2014 by using information gap activities.

D. Formulation of the Study

Based on the identification and limitation of the problems above, the research question is formulated. The research question is stated as follows:
How does the use of information gap activities improve classroom interaction of grade X students of SMA N 1 Srandakan?

E. The Objective of the Study

The objective of this study is to improve the quality of classroom interaction by using information gap activities in the learning of English grade X students of SMA N 1 Srandakan. This research objective is formulated out of the research question above.

F. Significance of the Study

The researcher hopes that the findings of this study will give benefits and contribution for some parties.

1. For English teachers of Senior High School.

The result of the study can be used for improving the quality of classroom interaction in teaching and learning process. The study functions as the beginning step to improve the effectiveness of teaching and learning process by using information gap activities to engage students in classroom interaction.

2. For the Senior High Schools.

The result of the study can be used for the school as the guidance in providing the facilities to support interaction in the English classroom.

The school can provide teaching media that can help teachers on presenting the material.

3. For the material writers

The result of the study can give overview about the interaction in English class. So, the writers can design tasks which can help or improve the interaction in the class. The task can involve pair work or group work or individual work. So, there will be so many interactions in the class, between the teacher and students, students and materials, and among the students themselves.

4. For other researchers.

This study can give general knowledge of materials that can be done for research studies in relation to English classroom interaction in Senior High Schools.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. English Language Teaching

a. Communicative Language Teaching

According to Richards (2006), Communicative Language Teaching (CLT) can be defined as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in classroom. The goal of teaching here is the communicative competence. The competence includes aspects of language knowledge such as knowing how to use language for different purposes and functions, knowing how to use language according to setting and participants, knowing how to produce and understand different types of texts, and knowing how to maintain communication.

The way learners learn language changed. In the past, the view of language learning is focused on the grammatical competence of the students. They have to be able to produce correct sentences. Learning is about memorizing and drilling. But now, in CLT, the view of language learning is about promoting interaction between the learner and users of language. Language learning helps the learners to create meaningful and purposeful interaction through language. When they

use language, they will get the feedback through which they acquire language.

CLT replaces the traditional ways of teaching. When the focus of traditional lesson was on the grammar's mastery through memorization and drilling, the CLT promotes it through the use of pair work activities, role plays, group work, or project work. The activities changed the learning way of students from individualistic learning to cooperative learning. Here, the role of teacher becomes the facilitator and monitor.

The goal of CLT is to develop fluency in language use. There are a lot of classroom activities that can help the students to develop fluency. The activities include the activities on how to negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

Brown (2007: 241) offers 4 (four) characteristics of CLT. They are:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

CLT approach also has some principles in teaching and learning process. According to Doughty and Long (2003), there are 8 (eight) principles that can be used as guidelines in implementing CLT.

1. Use Tasks as an Organizational Principle

The focus of CLT is on the development of communicative skills. The grammar is only introduced to support the development. Here, the task-based instruction is used as the syllabus approach. Communicative task is used as the focus of the teaching and learning process. It provides learners a purpose to use the grammar in a meaningful context. In relation to this, Norris et al (1998) argue that “the best way to learn and teach language is through social interactions. They allow students to work toward a clear goal, share information and opinions, negotiate meaning, get the interlocutor’s help in comprehending input, and receive feedback on their language production.” Communicative language task should represent the real-world language use.

2. Promote Learning by Doing

In CLT, learners should actively produce the language. They try out new rules and modify them. Learners need to be encouraged to express their own idea, or meaning. They will get a lot of opportunities to use language in a wide range of contexts. The teacher has to make the classroom looks like the real world life, so the learners' linguistic knowledge becomes automatic (Ellis, 1997)

3. Input Needs to Be Rich

A rich exposure to language allows the learners to store language they retrieve and access as whole chunks. The learners get hear the language, whether from the teacher, from multimedia resources (TV, DVDs, video and audio tapes, radio, online), from other students, or any other source. Those are the example of authentic language. In the classroom, to create rich inpuy, the teacher should use authentic materials that can reflect real-life situation and maximize the use of the target language.

4. Input Needs to Be Meaningful, Comprehensible, and Elaborated

The information that was processed by the students has to be meaningful. The learners must be able to understand what the speaker said and figure out what the speaker intended to convey. The learners have to modify discourse, as the way they use language, to make it comprehensible to the non-native speaker. The task design should be planned carefully by taking account

task choice, difficulty, learner processing skills, and scaffolding strategies to create elaborating input.

5. Promote Cooperative and Collaborative Learning

The classroom has to be organized so that students can work together in small cooperative teams, such as groups or pairs, to complete activities. The activities should be designed to require active and true communicative interaction among students. The interaction involves both input and learner production. Learners cannot simply listen to input but interact and negotiate the type of input they receive. In the development, the students do not only interact with the other students, but they also interact with their teacher.

6. Focus on Form

In CLT, the teaching of grammar focuses on form. It emphasizes on a form-meaning connection and within contexts. It is also done through communicative tasks. Different from the CLT approach, there is “focus on forms” approach in which the students focus on identifying grammar most of the time.

7. Provide Error Corrective Feedback

Feedback can be categorized into two, positive and negative feedback. Positive feedback confirms the correctness of a student’s response such as agreeing, praising, or showing understanding. Then, the negative feedback, known as error correction, has a corrective function on a student’s faulty

language behaviour. This can be useful for the progression of their skills. In CLT, the teacher should provide those feedback effectively as a facilitator to learning.

8. Recognize and Respect Affective Factors of Learning

In the teaching and learning process, recognizing and respecting learning factor are important. For example anxiety, in CLT, anxiety is noticed as a trait among many individual learners. It manifests itself in many ways such as self-belittling, feelings of apprehension, stress, nervousness, and bodily response. This trait can block the way the students are thinking. So, it is important to recognize the affective factors of learning. The teacher can minimize the presence of anxiety to maximize the learning process.

Further, Richards (2006 :13) also gives summary on some principles of CLT. They are:

1. Make real communication the focus of language learning
2. Provide opportunities for learners to experiment and try out what they know
3. Be tolerant of learners' error as they indicate that the learner is building up his or her communicative competence.
4. Provide opportunities for learners to develop both accuracy and fluency.

5. Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.

6. Let students induce or discover grammar rules

Wilkins (1976) in Harmer (2007) also said that CLT concerns on spoken functions as much as written grammar. The importance is that it supports the students to say something in a particular and appropriate time and ways. In CLT, the teacher will teach the students to learn how to invite, apologize, or to agree and disagree. Moreover, Harmer said that the students will be involved in meaning-focused communicative task. The students will develop their knowledge and skill by using the opportunities and exposure when they use the language. Activities in CLT involve students in real communication.

Richards (2006:19) describes some activities which are based on the Communicative Language Teaching.

a. Role play activities

In this activity, each student gets roles and improvises the scene or exchange based on the given information.

b. Task-completion activities

It focuses on the use of one's language resources to complete classroom tasks such as puzzles, games, or map-reading.

c. Information-gathering activities

Students are required to use their language to collect information.

This activity can be done through student-conducted surveys, interviews, and searches.

d. Opinion-sharing activities

In this activity, the students learn how to compare values, opinions, or beliefs such as making a rank.

e. Information-transfer activities

The students present information in different way from what they take. For example: when they draw a map, they get the information from what they read.

f. Reasoning-gap activities

The students are deriving new information through the process of inference or practical reasoning such as working out a teachers' timetable.

g. Information gap activities

The students practice language forms for their own sake and use their linguistic and communicative resources to get information.

h. Jigsaw activities

This activity is based on information gap activity. In this activity, the class is divided into groups and each group has part of the information. To complete the activity, they have to fit the pieces together into the whole. They must use their language to communicate.

To do all the activities, the students should have motivation to communicate something. They should have a purpose for communicating. A key to support communicative purpose and the motivation to communicate is the information gap. If both of the students know the information, it is not real communication. The real communication is when student A and B do not know the information. They have to find the information by asking each other questions. So, there will be a gap between them.

b. The Teaching of English Grade X

a) Students characteristics

In this field, the grade X students of SMA N 1 Srandakan belong to adolescent's students. The adolescence spans the ages of 10 -18 years old (Murray, 2011). Adolescents' students are the most exciting students of all with their great ability for abstract thought and their passionate commitment to what they are doing once they are engaged (Harmer, 2007: 83). Most of them understand the need for learning and can be responsible enough to do what is asked of them with the right goals. Sometimes, adolescents students do not seem to go well. They still search for their identity and a need for self esteem. In this case, the role of the teacher is to build bridges between what the students need and what the teacher should teach. Teachers here should become the model in the classroom.

Lemke in Richard and Burns (2012 : 112) also state that teenagers are heterochronous subjects. It means that they are both in the same phase as the children they were and the adult they will become. Nowadays, teenagers are qualified as “digital natives”. They have grown up with computers and multimedia cell phone technology. These teenagers expand their social relations through the use of online networks. They will exchange any information to maintain the relationship. They like to use English to communicate with peers who also learn English as foreign language rather than with native speakers on the Net such as Facebook or MySpace.

Moreover, Burns and Richards (2012) argue that teenagers at secondary school, expect that their experience will be recognized and appreciated. It will help them to maintain and build confidence. Teenagers also communicate meaning and have an audience beyond teachers.

Furthermore, Harmer (2007: 84) adds that there are some characteristics of teenagers that the teacher should consider:

1. They have an acute need for peer approval.
2. They are extremely vulnerable to the negative judgments of their own age group.
3. They are able to discuss abstract issues.

Spratt et al. (2006) also differentiates the learners' characteristics as below.

Table. 1. Learners' characteristics

Children	Teenagers	Adult
Need to move	Starting to keep still for longer periods but still need to move	Able to keep still for longer periods
Can concentrate for shorter periods	Concentration developing	Can concentrate for longer
Learn through experience	Beginning to learn in abstract ways	Learn in more abstract ways
Are not very able to control and plan their own behavior	Beginning to control and plan their own behavior	Usually able to control and plan their own behavior
Are not afraid of making mistakes or taking risks	May worry about what others think of them	Not so willing to make mistakes or take risks
Are not aware of themselves and/or their actions	Sometimes uncomfortably aware of themselves and/or their actions	Aware of themselves and/or their actions
Pay attention to meaning in language	Pay attention to meaning and increasingly to form	Pay attention to form and meaning in language
Have limited experience of life	Beginning to increase their experience of life	Have experience of life

b) What to teach

As mentioned by Burns and Richards (2012), the topics presented in teaching materials must engage the teenagers. The students should be connected to appropriate tasks that can help the students to explore what they have. Here, the students also need to be developed on having appreciation and discussion. The teacher may involve some discourse events such as role play, simulation, or talk show in the classroom. This activity can stimulate the students to participate in the discourse and explore their own lives.

Based on the approach today, the Communicative Language Teaching, the focus of English teaching is communication. The students should develop their fluency to be able to communicate. School-based curriculum which refers to CLT aims to develop the students' the ability or competence of doing communication. The materials for grade X students of second semester are about language function, short functional text and functional text. It can be in the form of spoken or written.

The students have to develop their skills on listening, reading, speaking, and writing. Those skills will help the students to be able to do communication. They have to achieve some competences on transactional and interpersonal communication. They have to speak on how to get things done and get socialized in certain context using appropriate language. They will learn how to thanking, how to congratulating, and how to praising. They will also learn how to express something unbelievable, accept invitation, or offer. Those will help the students to communicate in the real social context.

The curriculum will also facilitate the learner on identifying the functional text such as announcement, advertisement, invitation, etc. The students have to respond to the functional text both in written and orally using appropriate language. Besides, the students also learn about some kinds of text such as narrative,

descriptive, and news item that the students will find in their daily life.

In terms of teaching and learning process, the students need to have good interaction. They will need interaction, both with teachers and their friends. Interaction needs to be developed in the class through the tasks the teacher provided.

In designing task, the teacher should also consider the skills of the students that will be developed. The task should represent the real-world task, so that the students can practice in the classroom and be ready to use it in the real-world communication. The best way to learn is by doing. To know what kind of task that should be developed, the teacher should look at the nature of each skill.

a. The Nature of Listening

Anderson and Lynch in Nunan (1989) differentiate listening task into two, reciprocal listening and non-reciprocal listening. In reciprocal listening, the students have opportunity to interact with the speaker, and to negotiate the content of the interaction. While non-reciprocal listening, the students do not have opportunity to interact with the speaker. The information is only from the speaker to listener, such as listening to radio or lecture. In listening, the students must integrate some skills such as skills to identify spoken signals, segment the stream of speech into words, grasp the syntax of the utterances, and

formulate an appropriate response. Besides that, they have to have a range of non-linguistic knowledge and skill. The students do not only listen to the audio, but also interpret what they hear according to their purpose and background knowledge.

Richards in Nunan (1989) also differentiate listening task according to the way the listening processes, “bottom-up” and “top-down”. In “bottom-up” processing, the learners process the incoming message by decoding the sounds, words, clauses and sentences through scanning the input to identify familiar lexical items, segmenting the stream of speech into constituents, using phonological cues, or using grammatical cues. While in “top-down” processing, the learners use their background knowledge to comprehend message such as assigning an interaction to part of particular event, assigning places or persons, inferring the topic of a discourse, or inferring missing details.

b. The Nature of Speaking

In term of the development of speaking skill, Brown and Yule in Nunan (1989) divide language functions into two, transactional and interactional. Transactional function concerns the transfer of information, while interactional concerns the maintenance of relationship. The learners can practice language functions in the classroom. The learners can

benefit from direct classroom practice in communicative classroom. Learners need to develop skills in the management of interaction and also in the negotiation of meaning. It involves such things as knowing when and how to take the floor, when to introduce a topic or change the subject, how to invite someone else to speak, how to keep a conversation going, when and how to terminate the conversation and so on. Negotiation of meaning refers to the skill of making sure the person you are speaking to has correctly understood you and that you have correctly understood them.

Related to the speaking skill, Pattison in Nunan (1989) contrasts what happens in the language class with what happens outside the class.

Table 2. The Differences between Communication in and outside the classroom

Practice in the classroom	Communication outside the classroom
<i>What : Content of Communication</i>	
Content or topic is decided by teacher, textbook, tape, etc. The meaning of what they say may not always be clear to the speakers. The content is highly predictable.	Speakers express their own ideas, wishes, opinions, attitudes, information, etc. They are fully aware of the meaning they wish to convey. The exact content of any speaker's message is unpredictable.
<i>Why 1 : Reason for communication</i>	
Learners speak in order to practice speaking; because teacher tells them to; in order to get a good mark, etc.	Speakers have a social or personal reason to speak. There is an information gap to be filled, or an area of uncertainty to be made clear. What is said is potentially interesting or useful to the participants.
<i>Why 2 : Result of communication</i>	
The FL is spoken; the teacher accepts or corrects what is said; a mark is given, etc. (extrinsic motivation).	Speakers achieve their aims; they get what they wanted, and information gap is filled, a problem is solved, a decision is reached or social contact is made, etc.

	The result is of intrinsic interest or value to the participants
<i>Who : Participants in Communication</i>	
A large group in which not everyone is facing the speaker or interested in what they say; except for one person, the teacher, who pays less attention to what they say than to how correctly they say it.	Two or more people, usually facing each other, paying attention and responding to what is said, rather than to how correctly it is said.
<i>How : Means of Communication</i>	
Language from teacher or tape is very closely adapted to learners' level. All speech is as accurate as possible, and usually incomplete sentences. Problems in communicating meaning are often dealt with by translation. Learners are corrected of their speech deviates from standard forms, whether or not their meaning is clear. Teachers help learners to express themselves more correctly.	Native-speakers output is not very closely adjusted to foreigners' level. Meaning is conveyed by any means at the speakers' command: linguistic or para-linguistic (gestures,etc). Problems are dealt with by negotiation and exchange of feedback between speakers. Translation is not always possible. Errors not affecting communication are largely ignored. Native speakers help foreign speakers to express themselves more clearly.

For that case, the teacher should consider a range of strategies for making the classroom practice more closely resemble communication outside the classroom.

c. The Nature of Reading

In line with listening skill, reading skill also applies “bottom-up” and “top-down” processing. In “bottom-up”, reading is viewed as process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences) in order to arrive at meaning. While a process in which the learners comprehend meaning first in order to identify words or letter, belongs to “top-down” processing.

In reading, the type of reading skills is related to the purpose they have for reading. Below are some reading purposes suggested by Rivers and Temperley in Nunan (1989):

1. To obtain information for a certain purpose
2. To obtain instructions on how to perform some task for daily life
3. To act in a play, play a game or do puzzle
4. To keep in touch with friends by correspondence or to understand business letters
5. To know when or where something will take place or what is available
6. To know what is happening or has happened (as reported in newspapers, magazines, reports)
7. For enjoyment or excitement

Because of those kinds of purposes, the role of the teacher is to guide the students on building the reading skill strategies based on their purposes.

d. The Nature of Writing

White in Nunan (1989) states that writing is not a natural activity, so people still need to learn writing. The writers are required to control the content, format, vocabulary, punctuation in the sentence level. They have to be able to structure and integrate information into cohesive and coherent paragraphs and texts.

Moreover, Nunan (1989) proposes two different views on the nature of writing. They are product approach and process approach. The product approach focuses on the end result of writing such as the letter, essay, story, and so on. In this approach, the teacher will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions. The activity in the class will focus on copying and imitation, carrying out sentence expansions from cue words and developing sentences and paragraphs from models of various sorts. While the process approach, the focus will be on the process of composing. The writers do not copy, but they develop the notion or the ideas. They write what they are going to say.

In order to help the students to achieve the Standard Competence and Basic Competence, the teachers should have a lot of techniques of teaching. The information gap activities can be used as the teaching technique to help the students achieve what they should achieve as mentioned in the curriculum.

c) How to teach

As stated in the School-based curriculum, the materials of English teaching for X grade students were mostly about language function and text types. In teaching language function, the teacher may use PPP (Presentation, Practice, and Production) method. While

teaching text types, Feez (1998:28-31) suggests text-based or 4 stages as the teaching method.

1. *Building Knowledge of the Field*

As the first stage, the teacher introduces the context to the students. She or he has to build the knowledge of the topic being learned. The activities in BKOF include presenting the context through pictures, audio-visual materials, realia, field trip, or establishing the social purpose through discussions or survey.

2. *Modelling of the Text*

In this stage, the students investigate the structural pattern and language features of the model. They also compare the model with other examples of the text type. The teacher also can give the students activities such as sorting, matching, or labelling text.

3. *Joint Construction of the Text*

The students begin to contribute to the construction of whole examples of the text type. In this stage, the contribution of the teacher to text type is reduced. The students have to be able to control the text type individually. The teacher usually gives activities such as jigsaw, information gap, or small group construction of texts.

4. *Independent Construction of the Text*

As the last stage, the students are able to work independently with the text. Their performance will be assessed by their teacher. In

this stage, the activities include answering questions, role play, or writing draft.

2. Information Gap Activities

a. Definition of Information Gap activities

According to Harmer (2007: 349), information gap activities are activities in which one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures. If one partner has some information, the other will not have (Brewster and Ellis : 2002). The aim of this activity is to find out what this is in order to complete, for example, worksheet. It is usually carried out in pairs or groups and often involved pupils in asking and answering questions. In line with Brewster and Ellis, Spratt (2002) states that information gap activities involve learners talking to one another to exchange information they do not know. It means that they are talking in order to communicate, not just to practice language.

Moreover, Lewis and Hill (2002) say that the information gap that is used should be a natural information gap. By generating a natural information gap, the use of language will be spontaneous and become a natural activity. According to Richards (2006), the notion of information gap is one of the aspects of communication in Communicative Language Teaching (CLT). It means that in real

communication people do communication in order to get information they do not possess. In CLT, information gap is one of the features, besides choice and feedback. The students practice language forms for their own sake and use their linguistic and communicative resources to get information. Larsen-Freeman (2000) also states that information exists when one person in an exchange knows something the other person does not. If speaker A and B both know today is Tuesday and speaker A asks speaker B. "What is today?" and speaker B answers, "Tuesday", the exchange is not really communicative.

In implementing the technique, Brown (2001 : 185) proposes two focal characteristics of information gap techniques. First, information gap focuses on information and not on language forms. Second, the necessity of communicative interaction is in order to reach the objective. The objective of using information gap activities is to convey or request information.

b. Type of Information Gap activities

There are several types of information gap activities. According to Spratt (2005:67), role play, an activity in which you imagine that you are someone else in a specific situation, and survey, finding out the opinions of a group on one topic belong to information gap activities.

Moreover, Son (2009) suggests three types of gap. They are

1) The experience gap

All students in classes have had different experiences in their lives, so this type is good task for communication. Questionnaires

is the example of experience gap – particularly those that aim to practice past form, e.g. a questionnaire to find out what games people played when they were children.

2) The opinion gap

Everyone has different opinions, feelings and thoughts about the world. Finding out about someone's feelings and opinions helps close the gap between people. The number of personalized activities in many textbooks shows the value of this gap.

3) The knowledge gap

Students know different things about the world. This gap can be exploited in brainstorming and general knowledge- style quizzes.

c. The Advantages of Using Information Gap Activities

Information gap activities really give benefit to the students. As Son (2009) says, there are some advantages of using this activity. They are

1. Improve speaking skill

Information gap activities here will extend the speaking practice. The activities also make learners to concentrate on the communication for information. The learners will talk a lot or produce more speech and help one another.

2. Motivate the students

By using information gap activities, students will have a reason to talk. It will keep them thinking about what they are going to say.

Students will have equal opportunities of learning for mixed ability classes.

3. Build students' confidence

Information gap activities can create a comfortable, casual, and non-threatened atmosphere. So, the students will feel less intimidating than presenting in front of the entire class. There will be free interaction with peers.

4. Develop other sub-skills.

If the teachers use information gap activities in the class, it will help the students to develop other sub skills such as clarifying meaning, re-phrasing, negotiating meaning, solving problems, gathering information, and making decision.

Brewster and Ellis (2002:109) add that information gap activities can give a chance to pupils to work independently. They also can practice fluency and use language for real communication. It will help pupils to develop social skills of interaction and turn taking. Students are talking in order to communicate, not just to practice language.

d. The teacher's roles in the information gap activities

In information gap activities, teachers have some important roles (Son, 2009). They are:

1) Facilitator

First, as facilitator of communication, the teacher may need to perform in a variety of specific roles, separately or simultaneously.

These include the following:

a) Teachers may perform the role as language instructor. Teacher is the material provider and activity initiator. The students may not have the capacity to begin the communicative information gap activity directly because they may lack the knowledge in linguistic forms or skills, which compose communicative ability.

b) Teachers may perform the role as the organizer of the classroom activities. The main aim of the teacher when organizing an activity is to tell the students what they are to talk, write, or read about, give clear instructions about what exactly their task is, get the activity going, and then organize feedback when it is over. This sounds easy, but can be disastrous if teachers have not thought out exactly what they are going to say beforehand.

In addition to this, the teacher has to break the whole class into pairs or groups, and decide on procedures of pair, group or class work. When the information gap is being filled, the teacher has to walk around the classroom and make sure the communication is going smoothly.

c) Teachers may perform the role as the error-corrector.

At the stage of pre-communicative activity, the linguistic errors should be strictly monitored and corrected, but at the group work and class work levels in the process of communicative activity, errors are viewed as the unavoidable

by-products of communication and can be ignored unless they hinder communication.

d) Teachers may choose to be a by-stander, making no intervention after initiating the proceedings, and let communication take place through independent activities.

e) Teachers may perform the role as consultant or adviser.

While such an independent activity is in progress, teachers are walking to and from in the classroom and helping where necessary or when asked. The students may have questions about the language items and the map. And the teacher's presence in this capability may be an important psychological support for many students, especially for those who are slow to develop independence.

2) Participant

There is no reason why the teacher should not participate as an equal in the activity. He can offer his information, and at the same time stimulate and present new language, without taking the main initiative for communication away from the students themselves.

When engaging in such activities, the teacher has to be clear in mind that he should act as one equal in position to the students and one only authoritative and superior in language ability and language teaching skills.

3) Observer and learner

The teacher may also act as an observer and learner. When the independent activity is in progress he may move about the classroom in order to monitor the strengths and weaknesses of the students, as a basis for planning future learning activities. He can use the weaknesses as signs for learning needs which he must cater for later, probably through more controlled, pre-communicative activities.

3. Classroom Interaction

a. Definition of Interaction

Long in Brown (2000) says that interaction is one of the major factors in the process of acquisition, besides input. Conversation and interactive communication are the basis for the development of linguistic rules. Learners can construct language through interaction. Classroom is used as the place where the contexts for interaction are designed. The materials and the tasks should promote the interaction and stimulate the learner to communicate.

According to Malamah-Thomas (1987 : 7), interaction is defined as an acting upon each other. It is not only an action which is followed by reaction. It is a two way process. If there is an action, and then followed by a reaction, it will result a cooperation or conflict. When the teacher acts upon the class, the class will react. The reaction will influence the next action of the teacher.

Different from Malamah-Thomas, Rivers (1987:4) says that when the students get facilities to use language and their attention is focused on conveying and receiving messages, the interaction happened. Messages here are the authentic messages, that is, messages that contain information of interest to speaker and listener in a situation. Wells in Rivers (1987) also states that the interaction involve triangular relationship, that is, between the sender, the receiver, and the context of situation.

Interaction is the heart of communication (Brown, 2001). People send messages, receive them, interpret them in a context, negotiate meaning, and they collaborate to accomplish certain purposes. The best way to learn to interact is through interaction itself.

Further, Brown explained that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people. It results in a reciprocal effect on each other.

b. The Benefit of Interaction

The communicative competence emphasizes on the importance of interaction that is used by many people in various context to negotiate meaning.

Interaction can benefit the students, as Wilga Rivers states in Brown (2001). Through interaction, students can increase their language store as they listen to or read authentic linguistic material or even output of their friends in discussion, skits, joint problem-solving

task, or dialogue journals. In interaction, students can use all their language competence in real-life exchanges.

Moreover, Rivers states that interaction involves expression of all the participants, one listens to others; one responds; others listen and respond. So, it is important in language-learning situation. The students can increase their language as they listen or read although the result will be in the form of discussion or problem solving. In interaction, they learn everything from their peers. They can express the real meaning in certain situation.

In building an interactive language teaching, the teacher has the role to promote interaction. Both the teacher and the students must appreciate the uniqueness of other individuals. The teacher has to encourage the students to enjoy the learning and build up their confidence. Interaction can be two-way, three-way, or four-way, but never one-way. So, the teacher does not direct or dominate the classroom. Here, the teacher tries to elicit the students' participation in a relaxed and enthusiastic atmosphere. This situation can stimulate the interaction in the classroom. The interaction may be noisy, quiet, or dynamic. It may also take place in pairs, small group, or large group. The important thing is that the students have to be involved in tasks and activities stimulated by the teacher.

c. Principles in Interaction

Because of the importance of interaction in classroom, Brown (2001:166) suggests some principles in language teaching which relate to interaction as the following.

1. Automaticity

Interaction is best accomplished when focal attention is on meanings and messages and not on grammar and other linguistic forms. Learners are freed from keeping language in a controlled mode and can more easily proceed to automatic modes of processing.

2. Intrinsic motivation

If the students are engaged with each other in speech acts of fulfillment and self-actualization, their motivation will be satisfied. They can develop a system of self-reward to appreciate their own competence in using language.

3. Strategic investment

Interaction requires the use of strategic language competence both to make certain decisions on how to say or write or interpret language and to make repairs when communication pathways are blocked. The spontaneity of interactive discourse requires certain strategies for production and comprehension.

4. Risk-taking

Interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning (on the part of someone

else), of being laughed at, of being shunned or rejected. The rewards are great, however worth the risks.

5. The language-culture connection

The cultural loading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language.

6. Interlanguage

The interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development. And the role of teacher feedback is crucial to the developmental process.

7. Communicative competence

All of the elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic) are involved in human interaction. All aspects must work together for successful communication to take place.

d. Interaction Analysis

Interaction analysis is established because it seems hard to produce an accurate description or analysis of the teaching and learning processes in a lesson (Malamah-Thomas, 1987). Flanders in Malamah-Thomas (1987 : 20) gives 10 (ten) categories as the basis of interaction analysis. The categories, known as FIAC (Flanders' Interaction Analysis Categories), consist of two main categories; teacher talk and pupil talk with the third category to cover other types

of behaviour. From the FIAC, Moskowitz extends the categories to make them relevant to practice in the language classroom, known as FLINT (Foreign Language Interaction).

Teacher talk

This category focuses on how the teacher uses language to communicate whether it is for a pedagogic purpose (or for a social purpose (facilitating teaching and learning)).

1. Accepts feeling

The teacher accepts and clarifies an attitude or feeling tone of a pupil in a non-threatening manner. Feelings can be positive or negative. In this category, predicting and recalling feelings are included.

2. Praises or encourages

In this category, the teacher praises or encourages pupil action or behaviour. The use of nodding head or saying “Umhm?” or “Go on” is included

2a. **Jokes** : She/ he can make a joke that releases tension, but not at the expense of another individual (intentional joking, kidding, making puns : attempting to be humorous).

3. Accepts or uses ideas of pupils

The teacher clarifies, builds, or develops ideas suggested by a pupil.

3a. **Repeats student response verbatim** : repeating exact words of students after they participate (in pattern drill)

4. Asks questions

In this category, the teacher asks question about content or procedure, based on the teacher ideas, with the intent that a pupil will answer.

4a. **Asks cultural questions:** asking questions related to the culture and civilization of the target people or country.

4b. **Personalizes:** asking questions which relate to the students' personal lives. The teacher relates the content being learned to the students' personal lives through personal qualities.

5. Lecturing

The teacher gives facts or opinions about procedure, expresses own ideas, gives own explanation, or cites an authority other than a pupil.

5a. **Corrects without rejection:** telling the students who have made a mistake without using criticism words or intonations.

5b. **Discusses culture and civilization:** talking about the culture and civilization of the target people or country. The teacher may present facts, anecdotes, points of interest related to the cultural aspect.

5c. **Models:** the teacher gives examples to the students. She or he gives the lines of a dialogue or a sample for pattern drill, or illustrates the pronunciation of words or sounds.

5d. **Orients**: the teacher tells the students the procedure they will be following by giving an overview or preview of what is to come.

5e. **Personalizes about self**: the teacher tells about his/her personal story or anecdote.

5f. **Carries out routine tasks**: the teacher does routine matter such as checking attendance, passing out books, testpapers,etc or makes routine announcements.

6. Giving directions

In this category, the teacher directs, commands, or orders with which a pupil is expected to comply.

6a. **Directs pattern drills**: the teacher gives statements which students are expected to repeat exactly, to make substitutions in, or to change from one form to another.

7. Criticizing or justifying authority

The teacher gives statements intended to change pupil behaviour from non-acceptable to acceptable pattern, bawls someone out, or states why the teacher is doing what he or she is doing.

7a. **Criticizes student response**: the teacher tells the students that his response is not correct or acceptable.

Pupil talk

This category involves some aspects on students' verbal behavior. It focuses on how students use language to communicate.

8. Pupil talk : response

The pupils talk in order to respond the teacher's talk. The teacher initiates the contact, or elicits pupil statement, or structures the situation. The freedom to express own ideas is limited.

8a. **Choral**: choral response by the total class or part of the class.

8r. **Reads orally**: a student or students read aloud to the class.

9. Pupil talk : initiation

The pupils talk when they initiate. They are free to express own ideas and initiates a new topic. They may ask thoughtful questions.

9a. **Off task** (Individual students): The students act fresh, being off the subject and non-task oriented. They are being disorderly.

Silence

This category is used to cover other types of verbal behavior or lack of it.

10. Silence or confusion

This is the pauses, the short periods of silence and periods of confusion in which communication can be understood by the observer.

In analyzing the interaction, there are two kinds of interaction to be described, *verbal interaction* and *pedagogic interaction* (Malamah-Thomas, 1987). The context in verbal interaction is defined by the speech event. Hymes in Malamah-Thomas (1987:32) suggested 8 (eight) factors in speech event. They are:

- a. Addresser : a person trying to transmit message (the teacher)
- b. Purpose : the addresser's reason for transmitting the message (teaching aim/objective)
- c. Addressee : the person to whom the message is being transmitted (the students)
- d. Contents : what the message is about (syllabus item)
- e. Form : how the message is delivered (activity technique)
- f. Medium : the medium of delivery (spoken/written, pictures)
- g. Setting : the place and time (classroom)
- h. Code : the language in which the message is delivered (English, methodology)

Interaction in verbal interaction can be seen as a process of mutual accommodation, with the addresser acting upon the addressee to cause a reaction, which in turn informs an action performed by the previous addressee, and soon. Below is the example pattern in verbal interaction.

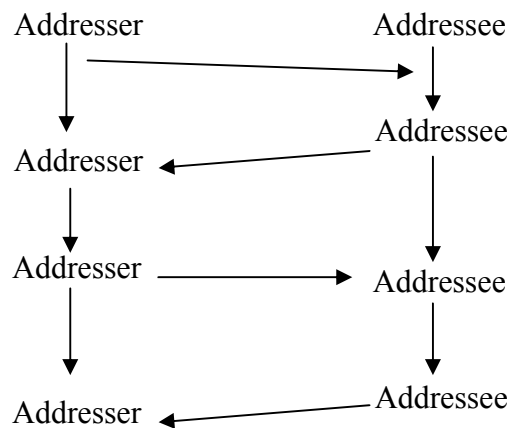


Figure 1. Verbal Interaction

In pedagogic interaction, the teacher acts upon the learners to cause a reaction. This reaction informs some action performed by the learners (a response to a question, an item executed in a drill, a word pronounced or spelt, a sentence written). The teacher studies the action, and perceives in it the reaction to her own original action. She in turns reacts and builds that into her subsequent action on the class, and so on. Below is the example of the pedagogic interaction.

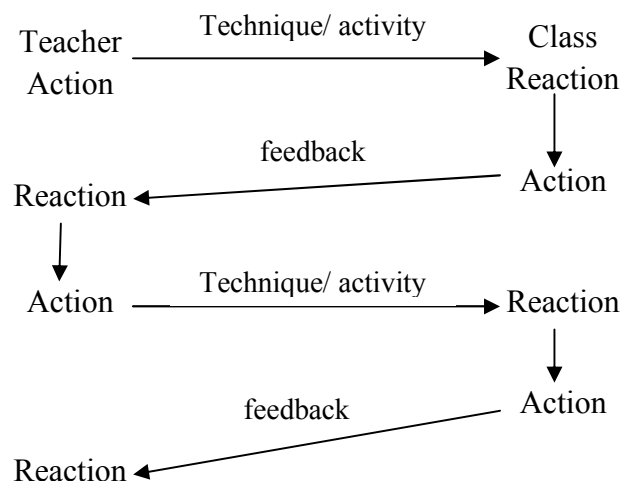


Figure 2. Pedagogical Interaction

e. Type of Interaction

In analyzing interaction, Cutting (2002 : 24) proposes two approaches to looking at the discourse structure. They are exchange structure and conversation analysis. The exchange structure is the conventional overall patterns that occur when people are talking. It starts with a model and sees how real data fit to it, whereas the conversation analysis refers to the study the way that what speakers say dictates the type of answer expected, and that speakers take turns when they interact. It starts by observing real data and describes what patterns emerge.

Ur (1991) states that the most common type of classroom interaction is known as “IRF”. Sinclair and Coulthard in Cutting (2002 : 25) takes an approach called “Exchange structure” with “act” as the lowest rank in “a lesson”. They think that the acts are more general, so they propose moves as a fixed order. There are three basis moves (IRF), the initiation from the teacher, the response from the students, and the follow-up, which is the teacher’s comment on pupils’ answer.

Below is the example of the acts taken from Cutting (2002).

Table 3. The Example of Acts

Moves Act	Function	Example
<i>Initiation</i>		
Inform	Gives information	‘The purple ones are the taller ones’
Direct	Gives orders	‘You’ve got to put them on this map’
Elicit	Requests response	‘Any other colours?’
Cue	Encourages hearer to contribute	‘Hands up’, ‘Don’t call out’
Nominate	Names responder	‘Christine?’ ‘Johnny’

Check	Checks progress	'Finished' 'Ready'
Prompt	Reinforces directives and elicitation	'Go on', 'Hurry up'
<i>Response</i>		
React	Non-linguistic reply to a directive	[nod] [raise hand]
Reply	To an elicitation	'Purple'
<i>Follow-up</i>		
Accept	Shows heard correct information	'Yes', 'Good', 'Fine'
Evaluate	Evaluates hearer's answer	'Good', "interesting"

The combination of moves in the IRF structure is known as the exchange. It is the series or chain of moves in the interaction. Exchanges then combine to make the transaction, the next rank. The lesson is the highest rank. It is the speech events that consist of combination of transactions.

The diagram below shows the rank structure for classroom interaction.

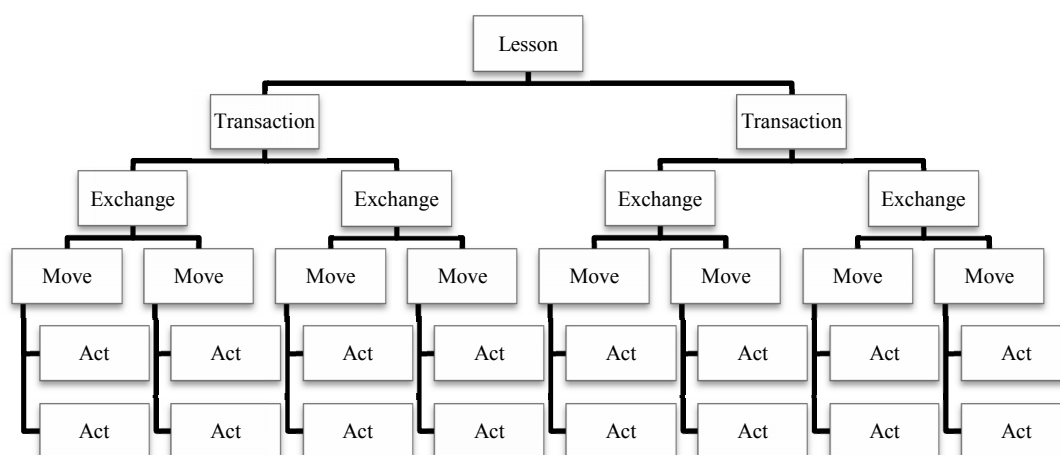


Figure 3. The Rank of Classroom Interaction

The initiation is not only proposed by the teacher. The interaction may be between students or between a student and the material. So, Ur (1991:227) suggests other alternative patterns. They are (from most teacher-dominated to the most student-active) :

1. Teacher talk (TT)

This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the students.

2. Choral responses (T)

The teacher gives a model which is repeated by all the class in chorus, or gives a cue which is responded to in chorus.

3. Closed-ended teacher questioning ('IRF') (T)

Only one "right" responses get approved.

4. Open-ended teacher questioning (TS)

There is a number of possible "right" answers, so that more students answer each cue.

5. Student initiates, teacher answers (TS)

For example in a guessing game: the students think of questions and the teacher responds, but the teacher decides who asks.

6. Full-class interaction (S)

The students debate a topic or do a language task as a class.

The teacher may intervene occasionally to stimulate participation or to monitor.

7. Individual work (S)

The teacher gives a task or set of tasks, and students work on them independently. The teacher walks around monitoring and assisting when necessary.

8. Collaboration (S)

Students do the same tasks as in “individual work”, but they work together in pairs to get best result. The teacher may or may not intervene.

9. Group work (S)

The students work in small groups doing tasks that entail interaction such as conveying information or group decision-making. The role of teacher is monitoring by walking around listening and intervening a little.

10. Self-access (SS)

Students choose their own learning tasks and work autonomously.

The above codes are described as below

- a. TT = Teacher very active, students only receptive
- b. T = Teacher active, students mainly receptive
- c. TS = Teacher and students fairly equally active
- d. S = Students active, teacher mainly receptive
- e. SS = Students very active, teacher only receptive

Beside classroom interaction pattern suggested by Ur, Spratt (2005 : 148) also suggests some particular interaction patterns that can

be applied in the classroom. They are groups (Ss-Ss), feedback (Ss-T), whole class (T-Ss), pair work (S-S) and individual (S). In line with Spratt, Anderson (2003) and Moore (1989) suggest that there are three types of interaction including (a) learner-content interaction, (b) learner-instructor interaction, and (c) learner-learner interaction. In learner-content interaction, Moore notes that this type includes the subject matter that is delivered by the teacher to the students. Interaction with content takes place when the students establish new knowledge by encountering new information and combining it with the body of knowledge already retained with the help of teacher. Without this type, there can be no education because the educational process entails the learners' intellectual interaction with the content, which results in changes in the learners' understanding, the learners' perspective, or the cognitive structure of the learner's mind.

Moreover, McDonough and Shaw (2003 : 199) also divide the type of the classroom into two, the 'lockstep' class and group structure. The 'lockstep' class represents an organization of classroom in which the teacher builds stimulus to make the students response and after that the teacher can do evaluation of student response by asking question and giving comment. In other words, the whole class is moving along together. The students are locked in the same activity at the same time with teacher as the primary initiator. This type is effective when the teacher wants to give explanation and instructions.

Below are the four patterns of interaction in the classroom representing the 'lockstep' class.

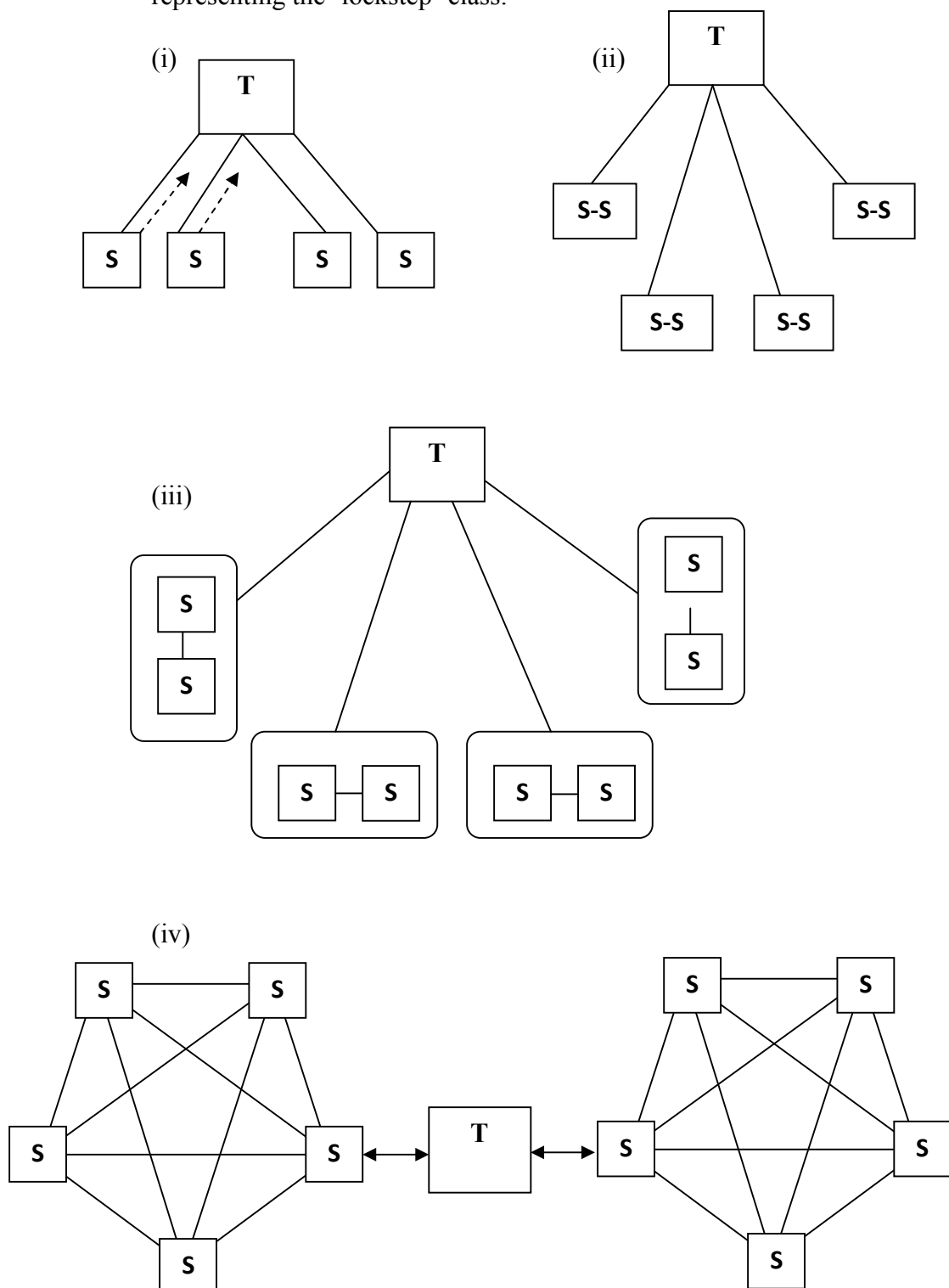


Figure 4. Lockstep class pattern

In contrast with ‘lockstep’ class, *group structure* seems like a natural grouping. The teacher simply asks the students to make a group of two, three, four, or maybe six. The teacher gives them the task in detail, leaves them to talk, and monitors them. This type can help the students build their conflict behavior in group, how they can co-operate with others and solve a task.

Classroom interaction does not only include the interaction between teacher and students, or students to students, but also the interaction between students and teachers with the materials. As Malamah-Thomas (1987:91) suggests, below is the example of the interaction:

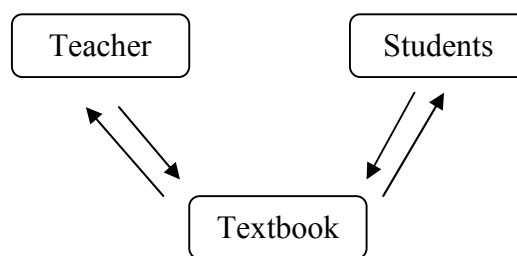


Figure 5. Classroom Interaction Pattern I

The Figure 5 shows that the teacher controls the textbook that is used and the students have access to a copy. The pattern seems like that there is no real teacher-learner interaction going on at all. If the teacher is controlled by the textbook, but the school is poorly resourced, and the learners do not have access to a copy, the pattern of interaction will be as Figure 6 below.

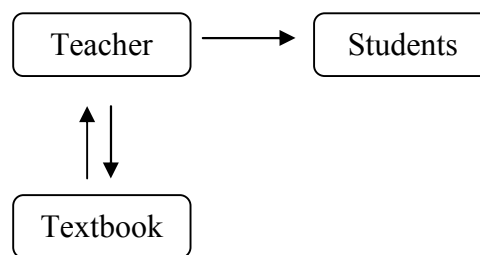


Figure 6. Classroom Interaction Pattern II

The interaction will be worst as the teacher acts upon the learners as a result of his or her interaction with textbook, and the learners are left out of the interactive process altogether. But if the teacher uses the textbook from time to time, as a medium to convey message, the pattern of interaction will vary during the lesson as the textbook, or the teacher's own activities become the focus of interaction.

B. Related Studies

The information gap activities have been proven to be able to improve the classroom interaction in the context of English teaching and learning in Indonesia, as Permanasari (2011) had done a study on it. In her study, she used puzzle solving, filling family chart, mysterious case solving, guessing game, drawing game, and describing game for elementary students. In this study, the finding showed that the classroom interaction improved.

Besides that, the use of information gap can also improve the speaking skill of the students, as Astuti (2011) had done a study on it. In her study, she used jigsaw activity, role play, and search game. The finding of the study

showed that students speaking ability improved. It was showed by the increase of the students speaking scores on pre test and post test.

C. Conceptual Framework

The study begins with problem that occurs in teaching and learning process. It is the low quality of classroom interaction. Reviews of related theories have been presented as references for dealing with the problem. This section of the report presents the conceptual framework of the research.

1. Conceptual Framework

The teaching of English at SMA N 1 Srandakan faced some problems. One of the problems was the lack of interaction in the classroom. The classroom interaction occurred in the class was limit.

The classroom interaction is important in achieving the goal of learning English. If there is a good interaction in the classroom, students are able to do the task and they can learn language easily. Learners will not be able to do simple communication without the guiding from the teacher. Here teachers play several important roles in the classroom. It is better to create a good relation between students and teacher. Teachers will benefit the students on learning English. Besides that, teacher also can facilitate the students to have a good relationship among the students themselves. Through activities guided by teachers, students will find the way they should communicate. If they have a good communication, between teachers and students, or among the students themselves, they can have a good classroom interaction.

One teaching technique that can be used to improve classroom interaction is through the use of information gap activities. Information gap activities are activities in which the students share their information to their friends who do not have the information.

Through the use of information gap activities, students have to communicate in English. They have to complete the task by asking information to their friends. Information gap activities also represent the real-life communication. Information gap activities can be conducted through pair work or group work.

Considering that the classroom interaction is very important, effort is needed in teaching and learning process. This effort can be done through Action Research concerning the use of information gap activities in the classroom. As an outcome of the study, it is expected that the classroom interaction in grade X students of SMAN 1 Srandakan can be improved.

The conceptual framework of the study can be described as follows.

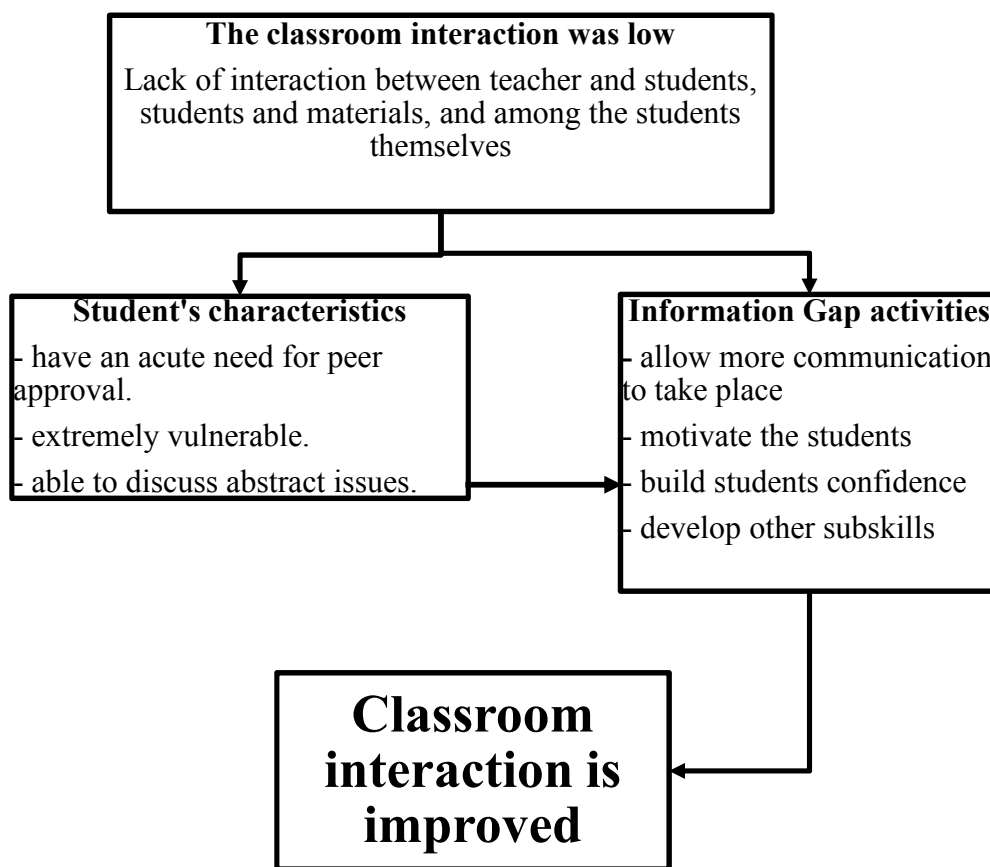


Figure 7. Conceptual Framework of the Study

2. RESEARCH QUESTION

In designing possible action in this study, the first step that should be done by the researcher is finding the main problem faced in teaching and learning process. By knowing the problems, she can take effective ways to solve the problem. In this study, the problem faced by grade X students of SMA N 1 Srandakan is low quality of English classroom interaction. This problem has big effects to the students in the class. If there is lack of interaction in the class, the students will be reluctant on

doing the task and doing communication. In this study, the researcher uses information gap activities to solve the problem and expects its use would improve the quality of English classroom interaction.

Based on the research problem, she formulated questions to lead to more specific topics of discussion. The questions are presented below:

1. How can information gap activities be applied in the teaching and learning process?
2. Are information gap activities effective to improve the quality of English classroom interaction?
3. What are the kinds of information gap activities that can be used to improve the quality of English classroom interaction?
4. What is the significance of information gap activities in the English classroom?

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was categorized into Action Research. The aim of this study was to show the impact of using information gap activities to improve the classroom interaction. In this process, the researcher identified and investigated the problem occurring in the English class. Then she planned the possible solution to solve the problem, carried out the action in the class and finally, analyzed the use of information gap activities to improve the quality of classroom interaction. The steps done were suitable with those in action research. They were identifying the problem, planning the solution, doing the action in the class, and reflecting the use of action done (Burns, 1999 :30).

B. Setting of the Study

The study was conducted in the second semester of 2013/2014 academic year in SMA N 1 Srandakan. This school is located in Gerso, Srandakan, Trimurti, Srandakan, Bantul, Yogyakarta. The action of the research was conducted twice a week. It was done in two cycles comprising three meetings whose time allocation of each was 90 minutes.

C. Subjects of the Study

The subject of this study was X2 students of SMA N 1 Srandakan. The class had 15 female and 8 male students. The students' age was 15-16 years old. Most of them came from low to middle economic background.

D. The Research Data

1. Kind of Data

The data were qualitative obtained from observation and interview.

2. Instruments of the Study

The instruments for collecting the data were non-test instruments. The data were in the forms of field notes and interview transcripts of the teaching and learning process.

a. Observation Guide

The observation guide was used to determine the variables when the action plan was conducted. In this study, there were two kinds of observation guide. They were teaching-learning observation guide and interaction observation guide. There were four variables observed in teaching-learning observation guide. They were the students, the teacher, learning media, and the teaching techniques. Meanwhile in interaction observation guide consisted of three variables. They were teacher-students interaction, students-students interaction, and students-textbook interaction. Every variable involved several aspects to be observed in the class. Besides, the researcher also observed the aspects that incidentally happened.

b. Interview guide

The interview guide was used as the guidelines for the researcher in giving the questions to the students or teacher after doing the actions planned. In this study, the interview guide involved three variables. They were the students, the teacher, and the teaching technique. Every variable involved several aspects to be asked during the research. Here, she did not only interview the students and the English teacher about the variables in the interview guides, but also asked about the important things related to the use of information-gap activities in the class.

3. Technique of Collecting Data

The data about the improvement of classroom interaction were obtained by doing observation in the class and conducting interview after the meeting. These data collection techniques were described below.

a. Observation

The observation was done to monitor the teaching-learning process in the X2 class. During the observation, she collected the data by observing and recording the class situation and condition when the actions were conducted using digital camera, and then recorded the activities in the field notes.

b. Interview

The interview was done to know the effectiveness of the activities. In this case, the researcher held the interview with English teacher, the

collaborator, and the students about the activities during the teaching and learning process. The results of the interview were recorded in the interview transcripts.

E. The Validity and Reliability of the Data

1. The Validity of the Data

There were five validity criteria that were applied to show the validity. The five validity criteria were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

For the democratic validity, the researcher interviewed the English teacher, the collaborator, and X2 students of SMA N 1 Srandakan. In the interview, the collaborators and the students expressed their view and opinions toward the actions done.

For the outcome validity, she emphasized the study on the betterment of the learning process to reach the maximum result. In this case, she formulated the new questions related to the new problem found in the class when she tried to solve the main problem of the study. This action was done after she did the reflection in the end of the class meeting.

For the process validity, she collected data by doing observation and noting down everything that was caught by her sense. In this activity, she observed students attitudes, class condition, teaching technique used by the English teacher, etc during the teaching and learning process and described the collected data in the field note form.

For the catalytic validity, she tried to get the stakeholders' responses to the change occurring to them. For this purpose, she observed the implementation of the action, made the reflection of the actions done in the class, and asked questions to the English teacher and the students to know the changes they made after she applied the actions.

For the dialogic validity, she asked the English teacher as the stakeholder to participate in the process of the study by giving critiques and suggestions. For this purpose, she conducted reflective dialogues with the English teacher for critiques or suggestions about the actions done in the class.

2. The Reliability of the Data

In order to ensure the reliability of the data, besides using field notes, she used different resources to get the same data. To obtain the data about teaching processes, for instance, she interviewed the teacher, observed the teaching and learning process, and interviewed the students who just attended class (Madya, 2001:3).

To get the data reliability, she matched the results of two sources namely: observation data and interview data. It was done to know whether or not the reliability of the data was evident. Besides using multiple methods, she used investigator triangulation technique. There was more than one observer in the research setting. This was used to avoid observer bias.

F. Data Analysis

In this study, the researcher analyzed the data. The data provided the evidence for the statements or assertions that were made about the research outcomes. The researcher followed five steps in analyzing the data (Burns, 1999). They were :

1. Assembling the Data

In this stage, she scanned the data by bringing up possible patterns. She reread her own field notes, and the data got from interview.

2. Coding the Data

In coding the data, she tried to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types.

In analyzing data from interview, she scanned through the responses and developed categories that seemed to be repeated in the data.

3. Comparing the Data

After coding the data, she saw whether the themes or patterns were repeated or developed across different data gathering technique. She was also able to map frequencies of occurrences, behaviors or responses. The aim of this stage was to describe and display the data rather than to interpret or explain them.

4. Building Interpretations

She built interpretations after the data were compared. She concerned articulating underlying concepts and developing the theories that confirm why particular patterns of behaviors, interactions, or attitudes had

emerged. She came back to several data to pose questions, rethought the connections and developed explanation.

5. Reporting Outcomes

As the last stage, she presented the accounts of research. She ensured that the report set out the major processes of the research, and that the findings and outcomes were well supported with examples from the data.

G. Research Procedure

To carry out the study, the researcher used the action research suggested by Burns (1999). This procedure consisted of the following four steps.

1. Reconnaissance

In this step, she observed the place where the study was conducted. After that, she identified the problems that occurred there. She focused on analyzing problem. The results of the observation were used as the basis for developing the research actions.

2. Planning

She planned for the actions in this step. First, she determined the class activity. She decided to implement information gap activity in each meeting. Then, she determined the time duration. Each activity was implemented in one meeting with duration 20-30 minutes.

3. Implementing and observing the actions

In this step, she implemented the action that had been planned in the previous step. The actions were implemented in 3 meetings or a research cycle.

4. Reflection

As the last step, she evaluated the actions that were conducted in the implementing phase. She evaluated the actions by observing the teaching and learning process conducted in the class and interviewing the students and teacher about the class activities. In evaluating the actions, she focused on the actions that were successful or failed. When she found the problem occurring in the class, she consulted it to the teacher to improve the results. It was done to improve the actions to be better in the next meeting or cycle.

CHAPTER IV

THE RESEARCH PROCESS AND GENERAL FINDINGS

It has been mentioned in the previous chapter that this study is classified as action research. The objective of this study is to improve classroom interaction of grade X students of SMA N 1 Srandakan using information gap activities. In this study, the use of information gap activities was combined with some supporting actions to support the teaching and learning.

This chapter describes the research steps, the findings, and the summary of the results of the study. The research steps include the steps that the study went through, the findings discuss the implementation of information gap activities in the classroom, and the improvement between teacher-student, student-student, and student-material interaction, after the implementation of information gap activity in class X2 of SMA N 1 Srandakan. Finally, the summary provides the review of all the findings and the implication.

A. Reconnaissance

1. The Identification of Field Problem

The researcher gathered the data to identify the problems in the field. She did observation and conducted interviews. The observation was conducted on February 27th, 2014. It was used to see the teaching and learning process in the classroom. The interview was conducted after the observation. She interviewed the English teacher and the students. From these, she found some problems which have effect on the interaction in

the teaching and learning process. The problems were grouped into three different aspects.

The first aspect was related to teacher – student interaction. There were some problems related to the interaction between the students and the teacher. Based on the observation, the teacher did not carry routines in the beginning of the class. So, the students did not give their attention to the teacher as seen in the extract of the vignette below. The interaction between the students and the teacher could not be established.

The teacher and the researcher went to the class by bringing some books (Look Ahead). The class consisted of 23 students. The teacher started the lesson by telling that they were going to learn descriptive text without carrying out routine activities such as greeting, checking attendance, or leading a prayer. The class was so noisy. (*Fieldnote 3, February 27th 2014*)

Besides, during the teacher's explanation, most of the students did not pay attention to the teacher explanation. They tended to play handphone in the class or did something that did not have relation with the teaching and learning process. They did not care of what their teacher did. When the students made noise from these activities, the teacher ignored them. They continued talking. This can be seen from the extract of the vignette below.

Then, he showed hand puppet (frog). He elicited response from the students. He asked them to describe the doll. There was only one or two students who could mention some descriptions. Other students did not pay attention to the teacher. They talked with other students or sang a song. They also played hand phone. They drew something on a paper. They also did homework in the class. Some of them kept silence. The teacher ignored them. (*Fieldnote 3, February 27th 2014*)

There was also another problem identified which related to teacher – student Interaction. When the students did the task, the teacher did not check if they did the task or not. They only waited for the students to finish the task without giving feedback and correction or offering any help as seen in the extract below.

The students only saw the text without doing the task. They were not enthusiastic on the teaching and learning. When the students did the task, the teacher did not move around to check students' work. *(Fieldnote 3, February 27th 2014)*

Besides, related to teacher-student interaction, there was also another problem. The students were not active in class discussion. Their participation was low. They also rarely asked questions if they did not understand. This can be seen from the extract of the vignette and interview transcript below.

Then, he showed a hand puppet (frog). He elicited response from the students. He asked them to describe the doll. There were only one or two students who could mention some descriptions. Other students did not pay attention to the teacher.

.....
He asked the students to see some pictures of animals there. Then he wrote some sentences (Bird's description) on the white board. He invited the students to translate what he had written. Again, there was only one or two students dominating the class. *(Fieldnote 3, February 27th 2014)*

R : Tadi bisa gak belajar bahasa Inggrisnya? *(What about your English lesson today?)*
S : Yo ngono kae mbak. *(You can see like that)*
R : Ngono kae gimana? *(what do you mean?)*
S : Ya ra paham mbak. *(I don't understand)*
R : Kok gak tanya? *(Why dont you ask your teacher?)*
S : Males mbak *(I dont want)*
R : Kenapa males? *(Why?)*
S : Lha ra penak ro pak Is ki mbak. *(I dont feel comfortable when learning English with Mr Is)*
(Interview script 5, February 27th 2014)

The second problem was related to student-student interaction. During the teaching of English, the students were noisy. They talked in the class most of the time. What they were talking about did not have relation with the materials. They talked in Javanese and Indonesian. They had fewer opportunities to speak in English in the class. So, the interaction in term of learning English was low. It can be seen from the extract of the vignette and the interview transcript below.

The teacher explained the language features and wrote the formula. The students did not listen to the teacher. Some of them played small flashlight and made noise. Sometimes, the teacher asked them to keep silence, but they still did it. The teacher gave them a sheet containing two descriptive texts and explanation about descriptive text. The activity in the class was only translating the texts together. There was no self-production activity there. (*Fieldnote 3, February 27th 2014*)

R : Gimana pak pembelajaran sehari – hari di kelas X2? (*How is X2 English class daily?*)
 T : Ya, kayak gitu mbak. Siswanya ramai sendiri. Syukur – syukur kalau sudah mau masuk ke kelas. (*You can see them, right?. The students make noise. It is already good when they want to join the class.*)
(Interview Script 6, February 27th 2014)

Besides, there was another problem related to student-student interaction. If they had to work in group, they did not have motivation in doing the task. Only one or two students in a group did the task. It meant that they participated less in pair work or group discussion. Some of them also like to work with certain students only like “peer-gang”. If they did

not like his or her partner, they would not do the task. It was showed by the transcripts below.

- R : Oh..gitu. Di kelas sering bekerja secara kelompok tidak?
(*Oh..Does the teacher give group work activities in the class?*)
- S : Ya,...jarang sih, biasanya cuma menerangkan. (*Rarely I think. He always explains the materials*)
- R : Kalau kerja kelompok gitu suka gak? (*Do you like working in group?*)
- S : Ya suka, tapi kadang yang ngerjain beberapa, yang lain ngobrol atau main. (*Yes, I like it. But sometimes only some students do the task, the others not*)
- (*Interview Script 1, February 27th 2014*)

- R : Kalau untuk kegiatan kelompok atau berpasangan bagaimana pak? (*What about pair work and group work, have you tried?*)
- T : Ya, minimal in pair. Biasanya menulis kembali, terus nanti dikoreksi antar teman (*peer correction*). Itu pun nanti sulit kalau kelompok, yang ngerjain hanya 1 atau 2. Saya lihat gak bisa maksimal. Jadi motivasi untuk bekerja kelompok sangat kurang. (*Minimum in pair. I ask them to rewrite, then it will be corrected by other friend -peer correction-. If it is done in a group, it will be a problem, as only one or two students did it. It can not be maximum. So, the motivation of the students to work in group is low.*)
- R : Apa karena mereka tidak suka dengan teman kelompoknya pak? (*Do they like their pair or friends in their group?*)
- T : Memang beberapa siswa masih tidak suka kalau bekerja sama si A atau B. (*There are some students who did not want to work with A or B*).
- (*Interview Script 6, February 27th 2014*)

The last problem was related to student-material interaction. Based on the observation, the students were given a certain task by the teacher; but the students did not want to do the task. If some of them did, they just only copied their friends' work. It can be seen from the extract below.

- R : Ow begitu. Aktifitasnya biasanya apa? (*What are the activities?*)
 S : Ya cuma nganalisis teks, garap buku dari perpustakaan. (*Analyzing text and doing exercise from book borrowed from the library?*)
 R : Disuruh semeja atau sendiri sendiri? (*Does the teacher ask you to work in pairs? or individual?*)
 S : Ya sendiri – sendiri, tapi bukunya satu. (*individual, but using one book only*)
 R : Kalau sendiri gitu juga mau ngerjain kan? (*If you are given individual task, did you do it?*)
 S : Ya garap, tapi paling muk nyedak. Hehe (*I did it. But by seeing my friend's work*)
 R : Kenapa nyontek? (*why did cheating?*)
 S : Ben cepet je. (*It's faster*)

(Interview Script 4, February 27th 2014)

The identified problems above were summarized into following table.

Table 4 : The Field Problems in the class X2 SMA N 1 Srandakan

No	Problems
1.	Teacher – Student Interaction
	a. The students did not pay attention to the teacher explanation.
	b. The students played handphone in the class.
	c. The students were less active in class discussion
	d. The teacher did not praise on students' work.
	e. The teacher did not carry out routines.
	f. The teacher ignored the students who made noise.
	g. The students rarely asked question.
	h. The teacher did not move around the class to monitor students' work.
2.	Student – Student Interaction
	a. The students talked with another student about subjects that did not have relation to the materials.
	b. The students did not want to work with students they disliked.
	c. The students had less participation in pair work or group work.
	d. There were fewer opportunities for the students to interact with their friends in term of meaningful learning.
	e. The students had fewer opportunities to speak in English in the class.
3.	Student – Material Interaction

	a. The students did not want to do task.
	b. The students tended to do cheating on doing the task.

2. Selecting the problem and determining actions to solve the selected problems

After identifying the field problem, she and the collaborators discussed the problems to be solved in a democratic atmosphere. The feasible problems to be solved were determined by considering time and her ability to conduct the research. Then, some actions to solve the selected problem were also discussed with the collaborators. The main action was implementing information gap activities in every meeting. To support the main action, there were some supportive actions applied during the implementation. The results can be seen in the table below.

Table 5 : The Feasible Problems and The Solutions

No	Problems	Solutions
1.	Teacher – Student Interaction	
	a. The students did not pay attention to the teacher explanation.	Using media
	b. The students played handphone in the class.	
	c. The students were less active in class discussion	Maximizing classroom discussion
	d. The students rarely asked question.	Implementing information gap
	e. The teacher did not praise on students' work.	Giving praise
	f. The teacher did not carry out routines.	Using classroom English
	g. The teacher ignored the students who made noise.	Improving teacher's role
	h. The teacher did not move around the class to monitor students' work.	
2.	Student – Student Interaction	
	a. The students did not want to work with students they disliked.	Maximizing pair work and group work
	b. The students had less participation in	

	pair work or group work.	Implementing information gap
	c. The students talked with another student about subjects that did not have relation to the materials.	Implementing information gap
	d. There were fewer opportunities for the students to interact with their friends in term of meaningful learning.	
	e. The students had fewer opportunities to speak in English in the class.	
3.	Student – Material Interaction	
	a. The students did not want to do task.	Maximizing individual task Implementing information gap
	b. The students tended to do cheating on doing the task.	

After identifying and selecting the problems, she and the collaborator made a plan to make sure the actions run well and successful.

The preparation was as follows.

a. Developing the Instruments

The instruments prepared for the implementation were in the forms of observation checklist and interview guidelines. The observation checklist consisted of some variables to be observed. The checklist aimed to check that the implementation would be going as planned. The improvement can be seen from the checklist. It included teacher-student interaction, student-student interaction, and student-material interaction. Then the data would be in the form of field note. Meanwhile the interview guidelines aimed to help her in doing interview about the implementation. The data would be in the form of interview transcripts.

b. Designing a Course Grid

A course grid was designed based on the Standard of Competency and Basic Competence stated in the curriculum. It was used as guidance in selecting the materials, organizing the activities, deciding the media to use, and developing lesson plan. The course grid was attached in the appendices.

c. Developing Lesson Plans

The lesson plan was developed based on the course grid. It helped her in designing materials and activities. Moreover, it became the basis for her as the teacher in carrying out the actions during the implementation in the classroom. The lesson plans were attached in the appendices.

B. Report of Cycle I

1. Planning

In this stage, the researcher and the English teacher discussed time for the implementation. Cycle I would be conducted in three meetings, which were on March 6th, 8th, and 27th 2014. She would teach and the collaborators observed during the lesson.

She and the English teacher also discussed the actions that would be implemented in cycle I in a democratic atmosphere. The effort focused on improving classroom interaction through information gap activities. She then designed the course grid, developed lesson plan, and decided the

materials. Information gap activities would be included in each meeting as the main action.

Below was the design of the course grid. It was developed into several lesson plans. The whole course grid and lesson plans were attached in the appendices.

Table 6. The Design of the Course Grid in Cycle I

No	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Source/ Media/ Aids	Time	Interaction	Information gap Activities

The main actions, the information gap activities, were implemented in each meeting. There were three kinds of information gap activities that would be used. They were Help-wanted gap, guessing game, and advertisement gap. Help-wanted gap was applied in the first meeting related to the topic advertisement focusing on job vacancy. The students had to work in pairs. They had to fulfill their blank job vacancy by asking information to their pairs. The activity could give the students opportunity to interact with other students in term of meaningful learning. They also had opportunity to speak English. They would develop their skills on listening and also writing.

Guessing game would be applied in the second meeting. It related to the descriptive text topic. In this activity, the students were divided into about 5 - 6 groups. Each group would consist of 4 – 5 five students. Each student would get a picture of job. What they have to do was describing

the job in front of their friends in their group. Their friends had to guess what kind of job being described, and vice versa. In this activity, the students would interact with other students. They also learnt to speak confidently in front of people.

The last was advertisement gap. The students were divided into two big groups. Each group would consist of 11-12 students. Each student in a group would get a card containing information about people-need card or information card about the advertisement. What they had to do was listening to their friends and matching the card they got with their friends' card. This activity would improve the students' participation in every activity and their listening skill.

To support the main action, there were supportive actions that would be applied in teaching and learning process. They were using media, using classroom English, maximizing classroom discussion, maximizing the use of pair and group work, maximizing individual task, giving praise, and improving teacher's role.

All the planned actions would be implemented in teaching and learning process. It was expected that

- the classroom interaction can be improved.
- the students have opportunity to speak English.
- the students do not feel afraid of making mistake.
- the students are confident to speak.
- the students have motivation to learn English.

2. Action

The complete description of actions and observations in cycle I is presented in the following discussion

Meeting I

In the first meeting, the students learnt about job vacancy. In the beginning, she used classroom English to carry out routines such as greeting, checking attendance, and leading a prayer, to attract students' attention and make the students familiar with English. This action indicated interaction between teacher and the students. This kind of interaction was categorized as 'carrying out routines task' under lecturing category in teacher-talk based on FLINT (Foreign Language Interaction).

Because this was the first meeting, the students still were not aware of those. So, the teacher corrected them by translating the words in English. The way of correcting became one of the proofs that there was interaction between teacher and student. This kind of interaction was classified into teacher-talk, particularly in lecturing category in term of 'correcting without rejection'. The teacher also directed the students to have prayer before starting the class. It was used to maintain interaction between the students and the teacher. The students then gave the response by being silent during the prayer. The kind of interaction that happened was categorized as teacher-talk category, particularly 'giving directions'. The example of the interaction above can be seen in the extract of the vignette below.

She began the class by greeting the students and checking attendance.
 “Good morning everybody? “, she greeted.
 “Good morning“, replied all the students.
 “How are you today“, asked the teacher.
 “I’m fine. Thank you. And you? “, answered all the students.
 “I’m fine too. Who is absent today? “ said the teacher.
 “Nihil mbak”(no one’s absent Miss), answered some of the students.
 “Okay, so no one is absent today“, corrected the teacher.
 After that, she introduced herself and leaded a prayer.
 “Good. To start our lesson today, let’s have a short prayer, shall we “,
 said the teacher.
 The students were silent during the prayer.
 (Fieldnote 6, March 6th 2014)

The material of that day was job vacancy. To begin the class, she asked some questions related to job vacancy in English. When the teacher asked question, it indicated that the teacher built interaction between the teacher and the student. This kind of interaction was classified as teacher-talk category, especially ‘asking question’.

In asking question, the teacher also related the material to the students’ personal live. When the teacher asked the students about their personal lives, it meant that the teacher interacted with the students. The kind of interaction was categorized as asking question sub-category, mainly ‘personalizing’ under the teacher-talk category. The interaction can be seen in the extract of the vignette below.

“Do you know advertisement?”, asked the teacher.
 “Iklan, Miss”(advertisement Miss), replied one or two students.
 The others were silent.
 “Well, have you ever read newspaper?”, asked her.
 “Yes, “, replied the students.

(Fieldnote 6, March 6th 2014)

From the extract of the vignette above, the students gave choral response toward teacher's question, by saying 'yes' together. It indicated that the question proposed by teacher was successfully applied. It also proved that there was interaction between the teacher and the students. The kind of interaction went to the pupil-talk category, particularly 'choral-response' category.

Sometimes when the teacher asked question, the students were silent. It seemed that they could understand the words but did not know how to say the words in English or they did not know the question. In this condition, the teacher had to make clear the question by translating it into Indonesian. When the students were silent, it indicated that there was interaction between student and the teacher. The kind of interaction was classified as 'silence' category in FLINT.

Besides, when the students tried to answer the question from the teacher, the teacher praised them. It was used to encourage them to speak English without worrying about mistake. Giving praising signified that there was interaction between the teacher and the students. It was categorized as teacher-talk category, especially 'praising and encouraging'. Those kinds of interaction can be seen in the extract of the vignette below.

“What did you find there?”, asked the teacher.

The students were silent. She then changed the questions into Indonesian.

“Apa yang kalian temukan di koran?” (*What did you find in the newspaper?*), asked her.

“Berita” (*news*), answered some of the students.

“Good, News. What else?”

“Miss, miss, jadwal kereta” (*train schedule Miss*), shouted one of the students.

“Yeah, that’s right, train schedule. What else?”

(Fieldnote 6, March 6th 2014)

The media such as a big picture of job vacancy was also used in the teaching and learning. It could attract students’ attention. They paid attention to the explanation using picture. It proved that there was interaction between the students with the material. It was shown by the extract of the vignette below.

R : Bagaimana partisipasi siswa di kelas? (*What about the participation in the class?*)

C : Kalau untuk awal – awal tadi, saya rasa siswa sangat tertarik dengan gambar yang digunakan. Mereka begitu memperhatikan. Dan pada akhirnya juga mau terlibat dalam diskusi. (*It seemed that the students were interested to the big picture used in the beginning. They were really paying attention. And in the end, they were involved in the discussion*)

(Interview script 13, March 6th 2014)

In the discussion, the teacher also accepted and used students’ idea. It was used to make the students confident in expressing their idea. When the teacher accepted and used students’ idea, it implied that there was interaction between the teacher and the students. The kind of interaction went to teacher-talk category, mainly ‘accepting or using ideas of pupils’.

It can be seen from the extract of the vignette below.

“Apa yang kalian temukan di koran?” (*What did you find in the newspaper?*), asked her.

“Berita” (*news*), answered some of the students.

“Good, News. What else?”

“Miss, miss, jadwal kereta” (*train schedule Miss*), shouted one of the students.

“Yeah, that’s right, train schedule. What else?”

(*Fieldnote 6, March 6th 2014*)

The teacher also explained the part of job vacancy and the structure. This was the teacher-talk category, mainly ‘lecturing’. It denoted that there was interaction between the teacher and the students, and also the interaction between the students and the materials.

To give the students chance to interact with other student, the teacher put them in group, whether it was pair or small group. As in the first activity, she divided the students into some small groups consisting of three to four students. They had to arrange parts of the job vacancy. There were some interaction that occurred. The interaction occurred among the students. One of the students did initiation, the other followed. Student’ initiation showed that there was interaction among the students. The kind of interaction was classified as pupil-talk category, particularly ‘pupil-talk initiation’. It was shown by the extract of the vignette below.

“Iki sikik yo urutane”, (*this is the order*) said Indah.

“Udu yo, iki logone sik ngisor urutane”, (*No, this logo was below*) said Erni.

Then they exchanged the answer with another group and did peer-correction.

(*Fieldnote 6, March 6th 2014*)

The group work also benefited the students themselves. Besides giving them chance to interact with others, it also made them easier on doing the task. But the participation of the students in doing the task was still low. There are some students that did not have motivation to work in group. It can be seen from the transcript below.

- | | |
|---|---|
| R | : kalau yang dalam grup nyusun nyusun bagian lowongan pekerjaan? (<i>What about group work in arranging part of job vacancy?</i>) |
| S | : itu malah seneng sih miss. (<i>I'm happy Miss</i>) |
| R | : itu tadi ngerjain ber empat atau sendiri? (<i>Did you do it with your friends or alone?</i>) |
| S | : Cuma berdua, yang lain lihat. (<i>Only with one of my friend, the others were only seeing</i>) |
| R | : kenapa cuma berdua? (<i>Why?</i>) |
| S | : males katanya. (<i>They did not want to do it</i>) |

(Interview script 8, March 6th 2014)

The next activity was the implementation of information gap. This was the first information gap activity. It was Help-wanted gap. The students worked in pairs. They had to fulfill their sheet by asking some information from their partner. In the beginning, some of them were confused on how to do it. One of the students asked about it. Then, the teacher gave them explanation. She gave them the example. When the students tried to initiate questions, it meant that there was interaction between the teacher and the students. The interaction was categorized as pupil-talk, especially 'pupil talk-initiation'. It was shown by the extract of the vignette below.

She told the instructions and gave the example. The students were confused.

Some of them asked “Miss, iki pie? Aku ra dong” (*How to do this, Miss? I don’t understand*). Then she gave them explanation on how to do the activity. She asked two students to come in front of the class to be the model.

(Fieldnote 6, March 6th 2014)

During the activity, she moved around the class to check students’ progress. She had to monitor all the students. Some of the students practiced speaking and interacted with others. The students had more interaction with the other students. They had to fulfill the task by exchanging information. The information gap activity gave them chance to practice speaking. They filled the gap by asking some missing information using English. Although it has to be in English, some of the students still used their native language.

The next activity was finding the meaning of some vocabularies related to the job vacancy. They had to work in pairs and found the meaning. The dictionaries were limited, so they could not work maximum. In discussing the answer, the students’ participation improved. They looked enthusiastic in answering the question. It indicated that there was interaction between the teacher and the students. It was classified as pupil-talk category, mainly pupil talk-response’ in FLINT.

The students also had interaction with the material. They did the task and wanted to present what they did in front of the class. It was shown by the extract of the vignette below.

After few minutes, she asked them to write the answer on the white board.

“Who wants to write the answer on the board? Please come in front of the class”, asked the teacher.

The students one by one came in front of the class to write down the answer without being pointed.

(Fieldnote 6, March 6th 2014)

Meeting II

In the second meeting, she also carried out routines to attract students' attention in the beginning. She also wanted to make the students familiar with English. The routines were also used as the media for the teacher and the students to have interaction. In meeting I, they were still confused about saying some words related to the teachers' greeting. After their teacher gave them the greeting expressions, they could respond it in meeting II. The interaction between the teacher and the students ran smoothly. The used of routines indicated the interaction between the teacher and the students. The kind of interaction went to teacher-talk category, especially “carrying out routine task”. It can be seen from the extract of the vignette below.

The Ss were not ready. Then the teacher started the class by greeting, checking attendance.

“Good morning everybody? “, she greeted.

“Good morning Miss“, replied all the students.

“How are you today”, asked the teacher.

“I’m fine. Thank you. And you? “, answered all the students.

“I’m fine too. Who is absent today? “ said the teacher.

“No....”, answered some of the students.

“Okay, so there is no one absent today”, corrected the teacher.

(Fieldnote 7, March 8th 2014)

The material was descriptive text. The text focused on describing job. She began the class by using some pictures of job as the media. She asked some questions related to the picture. The students were interested in it. They paid attention to the picture. Some of them were active and joined in the classroom discussion. The teacher gave them questions, and the students answered it orally. So, the interaction between the teacher and the students happened. The categories of the interaction were teacher-talk category, particularly “asking question” and pupil-talk category, mainly ‘choral-response’. It can be seen from the extract of the vignette below.

“Do you know what picture is this?” asked the teacher.
 “Police”, answered some of the students.
 “Policeman”, restated the teacher. “Do you know where does he work?”, asked the teacher.
 “Di jalan, Miss”, (*in the street Miss*) said one of the students.
 “Okay, Policeman works in the street”, corrected the students answer and wrote the sentence in the whiteboard.
 “Is there any one would be a police man?”, asked the teacher.
 “Sesuk Miss, bojoku tak polisi”, (*In the future, I will marry a policeman*) shouted Erni.
 “What about doctor?”, asked the teacher again.
 Then one of the students raised her hand.
 (*Fieldnote 7, March 8th 2014*)

As shown by the extract of the vignette above, the teacher also built interaction with the students by repeating student response verbatim. She repeated what the students said “police” by saying the correct word “policeman”. The kind of interaction was classified as teacher-talk, especially “repeat student response verbatim”.

When they were in the discussion, they gave a good response toward teacher’s question. They were involved in the discussion, although

they only answered teacher's question, not asked question. They already had interaction with the teacher. That interaction went to pupil talkcategory, chiefly 'pupil-response'. The ideasproposed by the students' was used by the teacher to build interaction. The interaction was between the teacher and the students. The kind of interaction that occurred was classified as teacher-talk category, specially 'accepting or using ideas of pupil' . It can be seen from the extract of the vignette below.

<p>"Do you know what picture this is?" asked the teacher. "Police", answered some of the students. "Policeman", restated the teacher. "Do you know where does he work?" asked the teacher.</p> <p style="text-align: right;"><i>(Fieldnote 7, March 8th 2014)</i></p>
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When there was a silent student in the class, she invited him to join in the discussion. Although they were being pointed, they could answer the question. The interaction between the teacher and the student appeared. The kind of interaction went to teacher-talk, particularly "criticizing or justify authority".

Moreover, the teacher praised the student by saying "Good", "Okay" to make the students more confident in expressing their idea. It was also used to help them build the characteristics of risk taking. They could be brave in responding to the teacher's question in the next time. And there would be more interaction that happened. The kind of interaction was categorized as teacher-talk, mainly 'praising or encouraging'. It can be seen from the extract of the vignette below.

Because one of the students was silent, the teacher asked him.
 “What about you Novandi, what would you like to be?”
 “Teacher”, answered Novandi.
 “Good, Novandi would be a teacher”, repeated the teacher.
(Fieldnote 7, March 8th 2014)

Another kind of interaction occurred in the classroom. It was ‘personalizing’, under teacher-talk category. The teacher asked question related to the students’ personal live. The personalization built the interaction between the teacher and the students. The interaction can be seen in the extract of the vignette below.

“Can you mention some jobs that can be found in our school?”, elicited the teacher.
 “Teacher”, said Novi
 “Tukang kebun”, (*gardener*) said Luthfi.
 “Ok, Gardener, what else?” asked the teacher.
(Fieldnote 7, March 8th 2014)

To give the students example, she used an audio. She played the audio about describing job orally. The audio aimed to attract the students. It also aimed to maintain the interaction between the students with the materials. The students were listening and paid attention during the audio played. It showed that the students had a good interaction toward the materials. It can be seen from the extract of the vignette and the transcript below.

She then played an audio. The students had to pay attention to some vocabularies on the audio. While listening to the audio, they were silent.
(Fieldnote 7, March 8th 2014)

- R : Bagaimana pak untuk implementasi kedua hari ini? (*How was the second implementation today?*)
- T : Saya melihat progressnya sudah bagus. Awalnya sudah menarik soalnya. (*I see a good progress, because it was interesting in the beginning*)
- R : Iya, yang listening tadi ya pak. (*Yes, you meant the listening section, didn't you?*)
- T : Listening kan memang perlu beberapa kali, tapi bagus kok, mereka tadi tertarik, diam, mengerjakan. (*Listening should be played several times, but it is good, they were interested, kept silent, and did the activity.*)

(Interview 17, March 8th 2014)

The next activity was group activity. The students had to work in group to discuss the workplace of some jobs. They were involved in the discussion by expressing their opinion. The interaction among the students appeared. They had to decide which one was the most suitable place for the job. Besides giving them chance to interact with others, the group would help them in completing the task. In meeting II, the students wanted to participate in the group discussion.

After the students were ready with the job and the workplace, they had to do information gap activity, guessing game. But before the students did the activity, the teacher gave them example to do the activity. The interaction between teacher and the students appeared. The kind of interaction was classified as teacher-talk, particularly 'modelling' under lecturing subcategory. It can be seen from the extract of the vignette below.

“ So class, I have one picture and Indah also has one picture. I have to describe the picture, so Indah has to guess. For example : I work in the hospital. I help doctor in treating the patients. Who am I?. and Indah, could you guess?”, said the teacher.
 “Nurse”, said Indah.

(Fieldnote 7, March 8th 2014)

The students had to work in group that consisted of three to four students. Every student got a picture of job. What they had to do was describing the picture of job which their friends in group would guess. The activity was interesting for the students. Most of the students spoke and tried to describe the picture. The other students in the group should guess. It proved that the interaction among the students appeared. The kind of interaction that happened was pupil talk, especially ‘pupil-initiation’ category. A student initiated first and the other students followed. They talked in order to describe and to guess the picture. They filled each other gap.

Besides, the use of information gap could improve the interaction among the students. It gave chance to the students to interact with other students. They felt relaxed and became closer although they did not work with their usual mate or desk mate. Sometimes they still used their native language in saying something, but in term of practice, they had used English to speak. It can be seen from the transcript and the extract of the vignette below.

- R : Bagian apa yang menarik? (*What part do you think it is interesting?*)
- S : Pas tadi mendeskripsikan pekerjaan ke temen..lucu – lucu le mendeskripsikan. (*When describing job to our friends. It was funny on describing*)
- R : Gimana rasanya bekerja dengan temen yang bukan temen semeja? (*What do you feel working with friends that are not your deskmate?*)
- S : Ya seneng Miss, bisa tau temen yang lain, jadi lebih akrab, santai juga. (*Happy, Miss. I can know the other friends, become intimate and relaxed too*)
- (*Interview script 14, March 8th 2014*)

“Aku sikik yo. I work in the kitchen. I cook food.”, (*I’m first. I work in the kitchen. I cook food*) said Niken.

“Gampang. Chef to”, (*Easy. It must be a chef*) said Novi

“Next, Apri saiki” (*Next, it’s Apri turn*), said Niken.

“sik sik, kertase mau endi. “, (*wait....where is the paper*) said Apri.

“I work in the office. I catch the burglar. Who i am?”, continued Apri.

(*Fieldnote 7, March 8th 2014*)

From the extract of the vignette above, it showed that there was interaction that occurred. The interaction was between the teacher and the students. She tried to correct student’s mistake without using criticism word. The kind of interaction went to teacher-talk category, mainly ‘correct mistake without rejection’ under lecturing subcategory.

The information gap activity, the guessing game, also helped the students build their confidence. It became the practice for the students. It gave them chance to speak English. It prepared the students to work individually. It can be seen from the transcript below.

- R : Tadi Iqbal berani maju jadi contoh buat temen temen ya? (*You just came in front of the class to be your friends' example right?*)
- S : Iya miss (*Yes Miss*)
- R : Kok berani? (*Why are you so brave?*)
- S : Berani lah miss, wong cuma menyebutkan pekerjaan sama tempat kerjanya, tadi juga udah latihan pas nebak gambar. (*Yes, I was brave. I only mentioned the job and the workplace. We had practiced when we guessed pictures.*)
- R : Bagus. (*Great*)

(*Interview script 16, March 8th 2014*)

The last activity was listening. They had to listen to the audio and choose the right pictures based on the description. During the listening, the students were silent. They listened to the audio and did the task. It showed that they had good interaction toward the material.

Meeting III

The third meeting was about advertisement again. The teacher began the class by carrying out routines. It was used to attract the students' attention and maintain the interaction between the teacher and the students. In the third meeting, the interaction between the teacher and the students improved. The class made a good progress. They could respond to the routines their teacher's carrying correctly. The kind of interaction was organized as teacher-talk, particularly "carrying out routine task" under lecturing category in FLINT. It can be seen from the extract of the vignette below.

“Good morning everybody? “, she greeted.
 “Good morning Miss“, replied all the students.
 “How are you today”, asked the teacher.
 “I’m fine. Thank you. And you? “, answered all the students.
 “I’m fine too. Who is absent today? “ said the teacher.
 “No one”, answered some of the students.

(Fieldnote 8, March 27th 2014)

In meeting III, she started the class by asking about their holiday, because the students had a week holiday. Although they answered it in Indonesian, they were involved in the discussion. The interaction between the students and the teacher appeared. The kind of interaction was classified as teacher-talk, mainly ‘accepting students’ feeling’. The teacher accepted what their students were feeling. It can be seen from the extract of the vignette below.

She then asked some questions related to their holidays. They had a week-holiday.

“How was your holiday?”, asked her.

“Seneng miss”, (*happy Miss*) replied some of the students.

“oh, you were happy, right? Where did you go?”, followed the teacher.

“Mudik miss” (*back to my hometown Miss*), answered Okta

“Dolan Miss” (*have a walk Miss*), said the other students.

“So, Octa, you were back to your home town“, restated her.

(Fieldnote 8, March 27th 2014)

The lesson was about advertisement related to apartment and house advertisement. She then recalled the structure of advertisement as they learnt in the previous meeting. Then they discussed it together. The students were involved again in the discussion. They were not busy with themselves. The teacher asked question and the students gave response. So,

the interaction between teacher and students occurred. The kinds of interaction that occurred were ‘asking question’ that went to teacher-talk category, ‘choral-response’, and ‘student-response’ that were categorized as pupil-talk category. It can be seen from the extract of the vignette below.

“Do you still remember what we had learnt last two weeks?”, asked the teacher.
 “Advertisement”, answered the students.
 “What is structure of advertisement?”, asked her.
 “Headline”, said Merry.
 “Sub head”, said Putri.
 “Body”, said Utami.
 “Closing”, said Dista.
 “Great. Today we are going to learn how to write or design an advertisement.”, said her.

(Fieldnote 8, March 27th 2014)

As seen on the extract of the vignette above, the teacher also told the students about what was going to come. She told about the goal of the learning. By doing this, there would be interaction between the teacher and the students to occur. The kind of interaction was teacher-talk category, mainly ‘orient’ category.

The class also used picture of advertisement. The picture helped them in learning English. She invited the students in the discussion as showed by the following extract of the vignette.

She gave an example of advertisement related to house or apartment. They discussed the example together with the sentence structures, and vocabularies. The students were involved in the discussion.

“Well, please pay attention to this picture! Have you ever seen this kind of advertisement around you?”, asked the teacher.

“Yes..”, said the students.

“Where did you find it?” asked the teacher.

“Koran”, said some of the students.

“Newspaper”, said another student.

“Right. Do you know this part?”, asked the teacher again.

(Fieldnote 8, March 27th 2014)

Based on the extract of the vignette above, there were some interaction that happened. It was the interaction between the teacher and the students. There were some kinds of interaction. They were categorized as teacher talk, particularly ‘directing’, ‘personalizing’, and ‘praising or encouraging’ category. The teacher built interaction with the students by giving them direction to pay attention to the picture and asking about their personal lives related to advertisement. She also praised what her students’ were saying. It was used to build their risk-taking.

Besides, there were three kinds of interaction that also occurred in the class. They were teacher-student interaction. The kinds of interaction were classified as teacher-talk, specially ‘correcting mistake without rejection’, ‘lecturing’ and ‘accepting or using ideas of pupil’. As seen in the extract below, the teacher used students’ idea to form conversation again. She also corrected students’ mistake without using sarcasm words, then gave them the right explanation as the form of interaction.

“Right. Do you know this part?”, asked the teacher again.
 “Headline”, answered some of the students together.
 “That’s right. What is the purpose of headline?”, asked the teacher.
 “Judul, Miss”, said Lutfi.
 “Uhm. So, the headline is used to present what is going to be advertised. Jadi, dengan melihat headline, kita tau itu iklan tentang apa.”, explained the teacher.

(Fieldnote 8, March 27th 2014)

In the information gap activity, the students were interested although the class became noisy. It was advertisement gap. They had to work in a big group and find the match advertisement. They did the activity with so much fun. It was their time to practice speaking and interact with others students. They now could talk to their friends in English. Their talk also related to the material. This could prove that the use of information gap improved classroom interaction, especially interaction among the students themselves. The kind of interaction here went to pupil-talk, mainly ‘pupil-initiation’. They initiated a topic to another friend. It can be seen from the extract of the vignette below.

“I work at the shopping center and prefer to walk to work. I can pay up to 650 dollars a month”, said Okta
 “Me, me. Luxury one bedroom. Five minutes from shopping center. Hardwood floors, free heat. 650 dollars per month. 5557154”, shouted Agung.

Moreover, when they got their partner, their friends would cheer them.
 “Cie Widi karo Sintia”, cheered some of the students.
 “Rapopo. Kan muk iklane.”, said Widi.

(Fieldnote 8, March 27th 2014)



Picture 1. The students do an advertisement gap activity.

Those kinds of interaction happening in every meeting are summarized into the following table.

Table. 7. Kind of Classroom Interaction in Cycle I

No	Category	Meeting I	Meeting II	Meeting III	Example
Teacher-Talk					
1.	Accepts feeling			✓	T : How was your holiday? S : Seneng Miss (<i>Happy Miss</i>) T : Oh, you were happy, right? Where did you go?
2.	Praises or encourages	✓	✓	✓	T : What about you Novandi? What would you like to be? S : Teacher T : Good. Novandi would be a teacher.
	2a. Jokes				
3.	Accepts or uses ideas of pupil	✓	✓	✓	T : Okay Widi, movie schedule. Is there another? S : Iklan Miss (<i>Advertisement Miss</i>) T : Great. Advertisement. Have you ever read or see that?
	3a. Repeats student response verbatim		✓		T : Do you know what picture this is? S : Police. T : Policeman. Do you know where does he work?
4.	Asks questions	✓	✓	✓	T : Do you know advertisement? S : Iklan Miss
	4a. Asks cultural questions				
	4b. Personalizes	✓	✓	✓	T : Have you ever read newspaper? S : Yes.
5.	Lecturing	✓		✓	T : That's right. What is the purpose of headline? S : Judul, Miss T : Uhm. So, the headline is used to present what is going to be advertised. Jadi, dengan melihat headline,

					kita tau itu iklan tentang apa
	5a. Corrects mistake without rejection	✓	✓	✓	S1: Next, Apri S2: I work in the office. I catch the burglar. Who I am? T : Who am I, Apri.
	5b. Discusses culture and civilization				
	5c. Models		✓		T : So class, I have one picture and Indah also has one picture. I have to describe the picture, so Indah has to guess. For example : I work in the hospital. I help doctor in treating the patients. Who am I?. and Indah, could you guess? S : Nurse
	5d. Orients			✓	T : Great. Today we are going to learn how to write or design an advertisement.
	5e Personalizes about self				
	5f. Carries out routine tasks	✓	✓	✓	T : Good morning everybody? S : Good morning. T : How are you today? S : I'm fine. Thank you. And you?
6.	Giving directions	✓	✓	✓	T : Well, please pay attention to this picture! Have you ever seen this kind of advertisement around you? Ss : Yes. T : Where did you find it? S : Koran
	6a. Directs pattern drills				
7	Criticizing or justifying authority		✓		(One of the students kept silent) T : What about you Novandi? What would you like to be? S : Teacher T : Good. Novandi would be a teacher.
	7a. Criticizes student response				
Pupil-Talk					
8.	Pupil-Responses	✓	✓	✓	T : What about you Novandi? What would you like to be? S : Teacher
	8a. Choral responses	✓	✓	✓	T : Well, have you ever read newspaper? Ss : Yes.
	8b. Reads orally				
9.	Pupil- Initiation	✓	✓	✓	(among the students) S1 : See anything in the newspaper? Gek kowe jawab (please you answer it) S2 : sik sik (wait). There is a help-wanted ad for waitress.
	9a. Off-task				
Silence					
10.	Silence or confusion	✓			T : What did you find there? S : (silence) T : Apa yang kalian temukan di Koran? (What did you find in the newspaper?) S : Berita (news)

3. Reflection

After conducting the actions in Cycle I, she conducted a discussion with the collaborators to make some reflections. It was used to fulfill the democratic validity and the dialogic validity. We analyzed the data from the observation and the interview. It was used to evaluate the actions conducted. The following was the result of the reflections.

a. Meeting I

In the first meeting, the implementation of information gap was a little bit confusing for the students. They were still confused about how to do it. But after she explained and gave the example, they could follow it slowly.

The implementation of information gap really gave chance for them to speak English. It means that through information gap activity, they have chance to interact with other students. The students spoke and the others responded and vice versa. It can be seen from the extract of the vignette below.

“See anything in the newspaper?”, said Sintia.
 “gek kowe jawab” (*please you answer it*), said Sintia to Erni.
 “sik, sik. There is a help-wanted ad for waitress.” (*wait*), replied Erni.
 “How much does it pay”, asked Sintia.
 “eight twenty five dollars per hour plus tips. Have to be friendly and outgoing”, answered Erni.
 “Le nulis bayare pie”, (*how to write the salary?*) asked Sintia
 “delapan titik dua lima nei dollar”, (*eight point twenty five and give it dollar symbol*) answered Erni.

(Fieldnote 6, March 6th 2014)

However, copying became the problem in implementing information gap activity in meeting I. They tended to copy the answer from their friends. They only did the practice of the first two numbers. They had not had the motivation to complete the whole task yet. The total number of gap became the source of the problem. There were too many gaps to be filled. As a result, she had to consider the number of gap to be practiced, so the activity could be maximum. Then, the interaction among the students could not be maximum too. Otherwise, they would not have interaction with the materials. It can be seen from the transcript below.

- | | |
|---|---|
| R | : kira – kira ada saran? (<i>Is there any suggestion?</i>) |
| C | : untuk yang information gap nya mungkin dibenahi. Terlalu banyak untuk siswa sini. Tadi beberapa siswa juga cenderung untuk mengopi jawaban daripada praktik bicara langsung. (<i>It is better to fix the information gap. That's too much for the students here. Some of them just only copied the answer rather than practice speaking directly</i>) |

(Interview script 13, March 6th 2014)

In that case, the teacher needs to reduce the number of gaps to be filled. She also should move around to check the students' progress. She also should encourage them to do the task. So, there would be more interactions to occur.

To support the main action, maximizing the use of classroom discussion was needed to improve classroom discussion. It helped the students to interact with their friends and also their teacher. However, the initiation was still from the teacher. They rarely asked question or

began to initiate. They just answered question by expressing their opinion. It can be seen from the extract of the vignette below.

“Apa yang kalian temukan di koran?” (*What did you find in the newspaper?*), asked her.

“Berita” (*news*), answered some of the students.

“Good, News. What else?”

“Miss, miss, jadwal kereta” (*train schedule Miss*), shouted one of the students.

“Yeah, that’s right, train schedule. What else?”

“Twenty one, Miss”, shouted Widi.

The other students were laughed.

“Okay Widi, movie schedule. Is there another?”

“Iklan Miss” (*advertisement Miss*), said some of the students.

“Great. Advertisement. Have you ever read or see that?”, asked the teacher.

“yes”, “ya” (*yeah*), replied the students.

(*Fieldnote 6, March 6th 2014*)

In the discussion, the students were also given praise such as “Good”, “Great”. It was used to encourage the students to take risk. So, they would not be afraid in involving themselves in the discussion and making mistake. And there would be more interactions to occur.

b. Meeting II

The implementation of information gap in meeting II was quite a success. The students were enthusiastic in doing the task. It gave the students chance to speak English and to interact with their friends. They now talked with their friends about subjects related to the materials. The interaction among the students occurred. It can be seen from the extract of the vignette below.

“Aku sikik yo. I work in the kitchen. I cook food.”, (*I’m first. I work in the kitchen. I cook food*) said Niken.

“Gampang. Chef to”, (*Easy. It must be chef*) said Novi

“Next, Apri saiki” (*Next, it’s Apri turn*), said Niken.

“sik sik, kertase mau endi. “, (*wait....where is the paper*) said Apri.

“I work in the office. I catch the burglar. Who i am?”, continued Apri.

(Fieldnote 7, March 8th 2014)

In improving classroom interaction, it was not apart from the teacher’s role. Teacher played an important role in the class, especially on the implementation of information gap. She monitored the students’ progress and checked their understanding. They also facilitated the students by responding to their questions. By doing this, there would be more interaction in the class.

The use of media also supported her to improve classroom interaction. It was successfully implemented. The use of media could build the interaction between the students and the materials. The students were interested to the media that she used. She used some pictures which are readable by everyone in the class and thus could attract students’ attention in the class. The use of pictures motivated the students to join in the discussion which results in the interaction between teacher and the students. It can be seen from the extract of the vignette below.

She started the class by showing some pictures of job. She asked the Ss to pay attention to the picture by saying “Okay, everybody please look at this picture”. Then she elicited the students’ response.

“Do you know what picture this is?”, asked the teacher.

“Police”, answered some of the students.

“Policeman”, restated the teacher. “Do you know where does he work?”, asked the teacher.

“Di jalan, Miss”, (*in the street Miss*) said one of the students.

“Okay, Policeman works in the street”, corrected the students answer and wrote the sentence in the whiteboard.

“Is there anyone who would be a police man?”, asked the teacher.

“Sesuk Miss, bojoku tak polisi”, (*In the future, I will marry a policeman*) shouted Erni.

“What about doctor?”, asked the teacher again.

Then one of the students raised her hand.

(Fieldnote 7, March 8th 2014)

c. Meeting III

The implementation of information gap in meeting III was quite successful. Although the class became noisy, the interaction among the students appeared. It can be seen from the extract of the vignette below.

“I work at the shopping center and prefer to walk to work. I can pay up to 650 dollars a month”, said Okta

“Me, me. Luxury one bedroom. Five minutes from shopping center. Hardwood floors, free heat. 650 dollars per month. 5557154”, shouted Agung.

(Fieldnote 8, March 27th 2014)

Although the interaction between the students appeared, the use of group work here could not be maximum. The motivation of the students to work was still low. Some of the students did not want to

work with certain students. They preferred to work with friends they like. It can be seen from the transcript below.

- R : Kalau dalam diskusi kelompok? (*What about in group discussion?*)
- C : Ya, secara keseluruhan sudah bagus. Mereka berdiskusi jawaban. Tetapi beberapa siswa belum mau bekerja dengan siswa tertentu. Jadi kurang termotivasi dalam mengerjakan. (*Overall, the group discussion was good. The students joined in the discussion. But some of them still did not want to work with certain students yet. So, they were not motivated to do the task*)

(*Interview script 23, March 27th 2014*)

The classroom interaction also improved, related to the teacher-student interaction, through some supportive actions. She used classroom English in carrying out routines and giving instructions. It made the students and the teacher interacted. In the first meeting, the students could not respond using English, but in the next meeting, they can give the correct response. It can be seen from the extract of the vignette below.

She began the class by greeting the students and checking attendance.

“Good morning everybody? “, she greeted.

“Good morning“, replied all the students.

“How are you today“, asked the teacher.

“I’m fine. Thank you. And you? “, answered all the students.

“I’m fine too. Who is absent today? “ said the teacher.

“Nihil mbak”(no one’s absent Miss), answered some of the students.

“Okay, so no one is absent today“, corrected the teacher.

(*Fieldnote 6, March 6th 2014*)

The Ss were not ready. Then the teacher started the class by greeting, checking attendance.

“Good morning everybody? “, she greeted.

“Good morning Miss“, replied all the students.

“How are you today”, asked the teacher.

“I’m fine. Thank you. And you? “, answered all the students.

“I’m fine too. Who is absent today? “ said the teacher.

“No....”, answered some of the students.

“Okay, so there is no one absent today”, corrected the teacher.

(Fieldnote 7, March 8th 2014)

“Good morning everybody? “, she greeted.

“Good morning Miss“, replied all the students.

“How are you today”, asked the teacher.

“I’m fine. Thank you. And you? “, answered all the students.

“I’m fine too. Who is absent today? “ said the teacher.

“No one”, answered some of the students.

(Fieldnote 8, March 27th 2014)

The use of classroom discussion could build the interaction between students and the teacher. The teacher elicited questions and discussed some things related to the topic while the students responded by expressing their opinion. However, it is mostly the teacher who initiated, and the students mostly kept silent. It can be seen from the transcript below.

R : Tapi untuk beberapa siswa masih pasif, dan keaktifan untuk bertanya masih kurang. *(But some students seemed passive, and rarely asked questions)*

T : Dalam hal bertanya, siswa memang sering hanya menanyakan instruksi atau tentang vocabulary. Untuk materi ya anggapannya mereka sendiri mungkin sudah bisa. *(In term of asking, the students often asked about instructions or vocabulary. Perhaps, they considered that they understand the materials already)*

(Interview script 22, March 27th 2014)

The reflection above was summarized into the table below.

Table 8. The Summary of the Reflection of cycle I

Action in Cycle I	Reflection	Conclusion in Cycle I	Recommendation for Cycle II
Implementing information gap	The students had chance to speak English and to interact with other students. They also became more confident to speak. However, in some of the students still did not want to do the task because the task seemed too much for them. They just copied it.	The action would be sustained in cycle II with improvement.	They should sit or stand back – to back sometimes. The teacher should encourage them to do the task and simplify the task.
Using classroom English	The students were used to it in routines. They could give their respond.	The action would be sustained in cycle II.	The action would be continued.
Maximizing pair work and group work	The students participated in the group discussion. However, some of them still did not want to work with certain students.	The action would be sustained in cycle II with improvement.	It should use random grouping or counting to make the students work with others.
Maximizing classroom discussion	The students were involved in the discussion. But for doing initiation or asking question, it was still low.	The action would be sustained in cycle II with improvement.	The topic of the materials should be made more interesting for the students. The teacher should give them chance to express their idea by eliciting questions.
Using media	The use of big picture or audio could attract students' attention. However, the students thought that the audio played was too fast.	The action would be sustained in cycle II with improvement.	The action would be continued. If using audio, it would be good to consider the speed and the clarity of the audio.
Improving teaching role	The teacher monitored and facilitated the	The action would be	The action would be continued.

	students.	sustained in cycle II with improvement.	
Giving praise	The teacher gave praise to the students by saying “Good”, “Great”.	The action would be sustained in cycle II with improvement.	The action would be continued.
Maximizing individual task	The action was not successfully enough. Some of the students still did cheating.	The action would be sustained in cycle II with improvement.	The action would be continued. They should be encouraged to work by themselves.

C. Report of Cycle II

1. Planning

Based on the reflection, the researcher found that the classroom interaction had not been significantly improved. She noted some weaknesses which appeared during the implementation of the actions.

After conducting a discussion, she decided that cycle II still focused on the same problems found in cycle I. The action implemented in cycle I would be continued in cycle II with some improvements. It was made to solve the weaknesses found. By solving the weakness, it was expected that the classroom interaction could be improved.

In this stage, she and the collaborators also discussed time for the implementation. The cycle II would be conducted in three meetings, which were on March 29th, April 3rd, and 5th 2014. She would teach and the collaborators observed during the lesson.

The actions that would be implemented in cycle II were also being discussed in a democratic atmosphere. The effort still focused on improving classroom interaction through information gap activities. She then designed the course grid, developed lesson plan, and decided the materials. Information gap activities would be included in each meeting as the main action.

Below was the design of the course grid. It was developed into several lesson plans. The whole course grid and lesson plans were attached in the appendices.

Table 9. The Design of the Course Grid in cycle II

No	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Source/ Media/ Aids	Time	Interaction	Information gap Activities

The main actions, the information gap activities, were implemented in each meeting. There were three kinds of information gap activities that would be used. They were Listen and draw, Newspaper gap, and News gap. Listen and draw was applied in the first meeting related to the topic descriptive text. The students had to work in pairs. They had to listen to his or her friends and draw what is being described. Meanwhile newspaper gap would be applied in the second meeting. It related to the topic of news item text. In this activity, the students had to work in pairs. They had to fulfill some headlines of some newspaper. It was as same as the first meeting in cycle I. The last was news gap. The students had to

work in group consist of three students. They had to listen and write what their friends read.

To support the main action, there were supportive actions that would be covered in teaching and learning process. They were using media, using classroom English, maximizing classroom discussion, maximizing the use of pair and group work, maximizing individual task, giving praise, and improving teacher's role.

All the planned actions would be implemented in teaching and learning process. It was expected that

- the classroom interaction can be improved.
- the students have opportunity to speak English.
- the students do not feel afraid of making mistake.
- the students are confident to speak.
- the students have motivation to learn English.

2. Action

The complete description of actions and observations in cycle II is presented in the following discussion

Meeting I

In the first meeting of cycle II, the teacher began to carry out routines in the beginning of the lesson. The students could follow it by giving a good response. There was interaction between the teacher and the students. The kind of the interaction was categorized as teacher-talk,

particularity ‘carrying out routine task’ under the lecturing subcategory in FLINT (Foreign Language Interaction).

The material that day was descriptive text. To start the lesson, the teacher reviewed the previous meeting which related to the advertisement. They were involved in the discussion. Most of them gave a good response toward the teacher’s question by answering it together. The interaction between the teacher and the students appeared. The kinds of interaction went to teacher talk category, mainly ‘asking question’ and ‘giving directions’ and pupil-talk category, mainly ‘choral-response’. It can be seen from the extract of the vignette below.

The students were involved in the discussion during brainstorming process.

“What we have learnt last two weeks?”, asked the teacher.

“Iklan” (*advertisement*), said some of the students.

“Yeah, advertisement. About?”, asked the teacher.

“Rumah Miss, “ (*House, Miss*) said some of the students.

“House”, said another student.

“Apartemen”, (*Apartment*) said another student.

“Can you remember, what kinds of room are there? Anyone wants to mention? Raise your hand!”, asked the teacher.

(Fieldnote 8, March 29th 2014)

The teacher also built students’ risk taking by asking them to raise their hand before answering question. When they did not know how to say the words in English, she corrected the students by saying the right words. It was used to build their confidence too in saying something. The way of the teacher corrected it indicated that there was also another interaction that occurred in the class. The kind of interaction was categorized as teacher-talk, particularly ‘correcting without rejection’.

When the teacher asked question, but no one answered, she had to point one. The student who was pointed should answer the question given by the teacher. It gave chance for the students to interact with the teacher. So, the interaction between the teacher and the student appeared. The kind of interaction was pupil-talk, specially ‘pupil-response’ category. As the reward, in every answer, the teacher always praised them. Besides making them confident in expressing idea, the use of praising indicated interaction between teacher and student. It was teacher-talk category, particularly ‘praising or encouraging’. The interaction can be seen in the extract of the vignette below.

“Okay, Lania what are they?”, asked the teacher.
 “Bedroom, bathroom, kitchen, living room, ruang makan,”
(bedroom, bathroom, kitchen, living room, dining room) said Lania.
 “Good. Living room. Semua di sini punya ya?” *(Good. Living room. every body here has living room, right?)*, said the teacher.
 “Punyaaaa....” *(yes, i have)*, answered the students together.
(Fieldnote 8, March 29th 2014)

Based on the extract of the vignette above, the teacher used student’s idea. She accepted student’s idea then used it to build another interaction. The kind of interaction that occurred was classified as teacher talk, mainly ‘accepting or using ideas of pupil’ category.

In asking question, the teacher also tried to relate the material with the students’ personal live. It was used to build the interaction between the teacher and the students. The kind of interaction was categorized as ‘personalizing’, under the teacher-talk category. The interaction can be seen in the extract of the vignette below.

“Good. Living room. Semua di sini punya ya?” (*Good. Living room. every body here has living room, right?*), said the teacher.

“Punyaaaa....” (*yes, i have*), answered the students together.

“Do you know what are in your living room?”, asked the teacher.

“Sofa”, said a student.

“Table,” said another.

“Jam dinding,” (*clock*) said another.

(*Fieldnote 8, March 29th 2014*)

She then told the objective of the lesson that day. She recalled the students’ understanding about descriptive text. The interaction between the students and the teacher occurred. The kind of interaction went to teacher-talk category, particularly ‘orienting’.

They then discussed it together in a short discussion. The discussion promoted interaction between the teacher and the students. After that, they had to work in pairs to match the pictures of things in the living room with the vocabularies provided in the box. To help them completing the task, she asked the students to borrow some dictionaries from the library. They discussed the answer in pairs. In the discussion, the interaction among students appeared. Almost the students in the class spoke and interacted with other students. However, they still used their native language. The kind of interaction was classified into pupil-talk category, mainly ‘pupil-initiation’. It can be seen from the extract of the vignette below.

“Nomer 2 iki opo bal? Podo podo lampu lho? “, (*What is number 2 Iqbal? Both of them are lamp*) asked Ayu to Iqbal.

“Nek stand ki rak ngadeg to, sik duwur iki, paling iki table lamp”, (*It must be stand lamp because it stands on the floor, whereas the above must be table lamp*) said Iqbal.

“Wo, hoooh yo Bal. Iki table lamp.”, (*You are right Bal. It is table lamp*) said Ayu.

(Fieldnote 8, March 29th 2014)

When doing the next activity, put the preposition, the students who did not understand asked to the teacher. She asked her about the differences between “in” and “on”. The interaction between the teacher and the students appeared. It was the students who initiated. Actually, they usually asked only about the English of some words or about the unclear instructions. The kind of interaction was categorized as pupil-talk, particularly ‘pupil-initiation’. It can be seen from the extract of the vignette below.

“Mbak, bedanya in sama on apa mbak?”, (*What is the different between IN and ON Miss?*) said Putri.

“Jadi, on digunakan untuk benda yang menempel atau satu garis lurus, sedangkan in untuk benda yang ada di dalam. For example, lampu yang menempel, kita bisa menyebutkan : There is a lamp on the wall. Tapi kalau in, there are some flowers in the vase ”, (*So, ON is used for object which stick on or in line, while IN is used for object inside the other object, for example, lamp which sticks on wall, we can say : there is a lamp on the wall. But for this, there are some flowers in the vase*) answered the teacher.

“Ow begitu”, (*oh..I know*) said Putri.

(Fieldnote 8, March 29th 2014)

Based on the extract of the vignette above, there were other kinds of interaction that occurred. They were ‘lecturing’ and ‘modelling’, under teacher-talk category. In ‘lecturing’, the interaction was on explaining the

answer. She also gave the students the example to make the students understand while explaining. It was the proof that there was interaction between the teacher and the students. The extract of the vignette above also implied that there was interaction between the student and the material. The student had engaged with the material.

After giving a brief explanation on it, she continued the class by discussing the answer together. Then, she implemented information gap activity. It was listen-and-draw activity. They had to draw their friends' living room based on their friends' description. They should describe their living room using their own sentences. They looked enthusiastic in doing the task. Although the class was noisy, the interaction among the students occurred. It was the pupil-talk, particularly 'pupil-initiation' category. They tried to use English to describe their living room. There were a lot of interactions that occurred. This activity also facilitated their hobby on drawing. It can be seen from the transcript below.

- | | |
|---|---|
| R | : Diwawancara aja kok. Gimana belajarnya hari ini? (<i>Only interview. How was your English today?</i>) |
| S | : Seneng Miss, menyalurkan hobi gambar, haha (<i>Happy, Miss. Facilitate my hobby. </i>) |
| R | : Tadi menggambar ruang tamunya siapa? (<i>Whose living room did you draw?</i>) |
| S | : Punya Galih Miss, (<i>Galih, Miss</i>) |
| R | : Bisa gak tadi gambarnya? (<i>Could you do it?</i>) |
| S | : Ya bisa Miss, (<i>Yes, I could</i>) |

(Interview script 26, March 29th 2014)

Meeting II

The implementation of the actions in meeting II was quiet good. The material was about news item text. The topic that will be presented related to their age and condition. It was about teenage murder. In the beginning, she carried out routines as usual such as greeting, checking attendance, and leading a prayer. The routines showed that the interaction between the teacher and the students taking place. They responded the teacher's greeting correctly. This kind of interaction was teacher-talk, especially 'carrying out routine task' category.

After that, she asked the students about the recent news around them to begin the discussion. The discussion ran well and the interaction between the teacher and the students occurred. The way the teacher tried to ask about students' personal live indicated that there was interaction between the teacher and the students. The 'personalizing', under the teacher-talk category, was the kind of that interaction.

Although sometimes they used native language, they looked very enthusiastic in the discussion. They answered the questions given by the teacher. It indicated that there was interaction between the students and the teacher. The kinds of interaction were classified as pupil-talk, particularly 'choral-response', and 'pupil-talk response'.

As the facilitator, she corrected what her students said by saying the words in English to make the students more familiar with English. She tried to establish teacher-talk, chiefly 'repeating student response verbatim' category in FLINT. It signified that interaction between teacher

and students happened. It can be seen from the extract of the vignette below.

“Okay everybody, do you know what is the headline news this morning?” asked the teacher.
 “Tsunami”, (*Tsunami*) shouted Ayu.
 “Gempa”, (*earthquake*) shouted some students
 “Do you know where did the earthquake happen?”, asked the teacher again.
 “Amerika”, (*America*) said some students.
 “Benua”, (*continent*) said another.
 “Chili”, (*Chille*) said another student.
 “Do you know when did it happen?”, asked the teacher.
 “Kemarin pagi”, (*yesterday morning*) said some of the students together.
 “So yesterday morning”, said the teacher.
 (*Fieldnote 9, April 3rd 2014*)

After discussing about the recent news, she held a discussion again. It was related to the murder of Ade Sara. The teacher first told the goal of the learning. It was used to establish interaction between teacher and the students. The kind of interaction was teacher-talk, mainly ‘orienting’ category.

Then, she gave them chance to speak more and express their idea toward the topic. Some of them were being active to ask question. In answering the students’ question, she did not answer it directly. She asked another student to answer. It was used to involve all the students in the class. Moreover, she also praised the students for all their answers. So, more interaction occurred. The kinds of interaction that occurred were categorized as teacher-talk, particularly ‘asking question’ and ‘praising, and also pupil-talk, particularly ‘pupil-initiation’. When the teacher stated

the fact, there would be new kind of interaction; it was teacher-talk, particularly ‘lecturing’ category. Those interactions can be seen in the following extract of the vignette.

“Mbak, dijaske kronologine, kae pie to kejadiane?” (*Miss, please explained the chronology of the murder*) asked Farida.
 “Anyone knows?”, asked the teacher to the students.
 “Dipateni jur dibuang mbak”, (*She was killed then the body thrown away*) said Novi
 “Ora yo, kae ki dijebak sik karo pacare mantane, dijak ketemu, jur dipateni ning mobil karo mantane, jur dibuang”, (*No, she was trapped by the girl of her ex-boyfriend. She was invited by her ex then being killed, her body was thrown away*) said Merry.
 “Okay, that’s right Merry. So, Ade Sara was murdered by her ex-boyfriend and his girlfriend”, said the teacher.
(*Fieldnote 9, April 3rd 2014*)

To make the students understood the chronology of the news, she played an audio related to the news. She asked them to pay attention to the audio. This command facilitated interaction between the teacher and the students to occur. The kind of interaction went to teacher-talk category, chiefly ‘giving direction or command’.

Their interaction with the material also occurred. They paid attention much to the audio and did the task. Although some of them did not catch all the words, they tried to understand the audio.

The next activity was information gap activity. It was news paper-gap. They had to fill the sheet by asking information from their friends about headline in certain newspaper. They had to work in pairs. To avoid cheating again, she asked them to sit back-to-back. This activity was similar with the one in cycle I. So, they already understood how to do it.

Most of the students spoke in the class to fill the gap. They talked each other to get the information. The interaction among the students was observed. It was pupil-talk category, especially ‘pupil-initiation’. It can be seen from the transcript below.

- | | |
|---|---|
| R | : Tadi mudah kan? (<i>Was that easy?</i>) |
| S | : Iya Miss, mirip yang iklan kemarin, malah lebih mudah. (<i>Yes, that was. It was similar with the previous advertisement, instead easier</i>) |
| R | : Siph kalau gitu. (<i>great</i>) |

(Interview script 31, April 3rd 2014)

The next activity was listening. They had to work in pairs to fulfill the missing words. While listening, they were silent. They talked occasionally in order to discuss the answer. The teacher then discussed the answer with the whole class. In this meeting, they talked much than before. They were involved in confirming the answer.

To prepare the students for the next activity, she did oral pronunciation together. They had to repeat the words after the teacher. The words provided were taken from the text in the next activity. Some of them laughed when the pronunciation seemed funny for them. They tried to repeat it loudly and enthusiastically. She said the words first, and then the students followed. This was the interaction between the teacher and the students. The kinds of interaction were classified as teacher-talk, particularly ‘modelling’, ‘directing pattern drill’, and pupil-talk, particularly ‘read orally’. It can be seen from the extract of the vignette below.

The next activity, the students had to repeat after the teacher some words related to the text. They were enthusiastic. They spoke loudly. They were serious. After that, the teacher asked them to read by themselves one by one randomly.

(Fieldnote 9, April 3rd 2014)

In the end of the class, they should come in front of the class and act as a news reporter or news anchor. Although they still read the text, they did some practice first. Someone who was ready may be the first. They all mostly spoke confidently although their pronunciations were sometimes wrong.

Meeting III

As usual, she started the class by doing class routines such as greeting, checking attendance, and leading a prayer. This was used to check the students' readiness and maintain the relationship between the teacher and the students. It was also used to build the interaction between the teacher and the students. The kind of interaction that occurred was classified as teacher-talk, particularly 'carrying out routines task' category.

The material that day was news item text. The topic was HIV and AIDS. It was suitable for them as teenage. In the beginning of the lesson, she did brainstorming by asking some questions about HIV and AIDS. She asked them to raise their hands for answering question. They were active and involved in the discussion. Some interaction occurred in the class. Although they used native language, they tried hard in answering question. As the reward, the teacher always praised them for their answers. During

the discussion, the role of the teacher was as a facilitator. She facilitated the discussion by leading the discussion and corrected the students' language. The kinds of interaction went to teacher talk category, mainly 'giving direction or command', 'asking question', 'repeating student response verbatim', 'praising', and pupil-talk category, mainly 'pupil-response'. All the interaction can be seen from the extract of the vignette below.

"Is there anyone know what is HIV? Raise your hand!", asked the teacher.

All the students were thinking, finding the meaning of HIV. Some of them raised their hands and shouted.

"Human titik titik Virus. Aduh lali mbak tengahe", (*Human bla bla Virus. I forget the middle words*) shouted a student.

"Human Imun Virus", shouted another student.

"Human Immunodefisiensi Virus", shouted some girls together.

"Okay. That's right. So, HIV is Human Immunodeficiency Virus", said the teacher.

"What about AIDS?", asked the teacher again.

"Ekuired Imuno Defisiensi Virus", answered Utami.

"Acquired Immune Deficiency Syndrome", corrected the teacher.

(Fieldnote 10, April 5th 2014)

The use of media also supported the teaching and learning process. It could attract students' attention and helped the students to understand the materials. She used a big picture that could be seen by everyone in the class related to the things that cause HIV and AIDS, and how to prevent HIV and AIDS. Before she showed the picture, she elicited the answer and the questions from their students. After they gave some answers, she showed the picture to confirm whether their answers were right.

When discussing about HIV-AIDS, the class became so noisy. They looked interested to the topic. They were all involved in the

discussion and the interaction between the teacher and the students occurred. Not only that, the interaction among the students also appeared. There were teacher talk category, particularly ‘asking question’ and pupil talk category, particularly ‘choral response’ as the kinds of interaction. It can be seen from the extract of the vignette below.

“Do you know what is the cause of HIV and AIDS?”, asked the teacher.

“Gonta ganti pasangan”, (*Changing partner*) said Putri.

“Kae Nil, ora gonta ganti pacar”, (*Listen Nil, don’t change your boy friend very often*) said Erni to Nilfa.

“Eaaaaa”, cheered some of the students.

(Fieldnote 10, April 5th 2014)



Picture 2. The students are active in the class.

While discussing HIV and AIDS, the teacher inserted a joke. Besides releasing the tension in the classroom, the use of joke improved interaction between the teacher and the students. Teacher-talk category,

especially ‘Joke’ was the kind of the interaction. It can be seen from the extract of the vignette below.

“Do you know what is the cause of HIV and AIDS?”, asked the teacher.
 “Gonta ganti pasangan”, (*Changing partner*) said Putri.
 “Kae Nil, ora gonta ganti pacar”, (*Listen Nil, don’t change your boy friend very often*) said Erni to Nilfa.
 “Eaaaaa”, cheered some of the students.
 “How many time do you have boy friend Nilfa? Ten? Or more?”, asked the teacher to Nilfa with a smile.
 “Akeh Miss kui ki” (*Many*), shouted some of the students.
 (*Fieldnote 10, April 5th 2014*)

The interaction also happened when the teacher accepted or used students’ ideas. The kind of interaction that occurred was teacher-talk category, especially ‘accepting or using ideas of pupil’. The interaction can be seen in the extract of the vignette below.

“Well. So, because of sexual contact. What else?”, asked the teacher.
 “Itu Miss, tukaran jarum suntik sik do pakai narkoba”, (*syringe exchange for people using drug*) said Sintia.
 “Good Sintia. Syringe exchange. What else?”, asked the teacher.
 “Transfusi Miss”, (*transfusion, Miss*) said Lania.
 “Ok, blood transfusion.”, said the teacher.
 (*Fieldnote 10, April 5th 2014*)

The implementation of information gap was in the form of news gap. They had to fulfill the missing paragraph by listening to their friends reading. But before doing those, she gave them a list of vocabularies, related to the news gap activity, to be pronounced together. It was used as the practice for them before they worked in the group. They followed the

teacher loudly and enthusiastically. She corrected or repeated the words if they mispronounced them. The interaction between teacher and students happened. The kinds of interaction were classified as teacher-talk category, especially ‘modelling’, ‘giving direction or command’, ‘directing pattern drill’, ‘correcting without rejection’, and pupil talk category, especially ‘reading orally’. The interaction can be seen in the extract of the vignette below.

After having a discussion, the teacher gave a sheet containing some words that related to the next activity. They had to repeat and practice the pronunciation of some words. The students followed the teacher enthusiastically.

“Repeat after me. /tri:t.id/”, said the teacher.

“triitid”, repeated the students. and so on all the words were pronounced.

The teacher corrected the pronunciation if they mispronounced the words. She then asked them to read by themselves.

(Fieldnote 10, April 5th 2014)

Then they did the information gap activity. They had to exchange the information on their sheet. It promoted interaction among the students. The kind of interaction that happened was pupil talk category, particularly ‘pupil-initiation’. Since when completing the task, they had to do peer correction. They looked happy but serious in doing the task. It can be seen from the extract of the vignette below.

“Who has paragraph one?”, asked Ayu in her group.

“Me”, answered Iqbal quickly.

“Read please”, said Ayu again.

(Fieldnote 10, April 5th 2014)

The last activity was listening section. They had to fulfill the gap individually by listening to the audio. They kept silent and did the task individually. The audio was played twice because some of the students could not catch the words.

Those kinds of interaction happening in every meeting are summarized into the following table.

Table. 10. Kinds of Classroom Interaction in Cycle II

No	Category	Meeting I	Meeting II	Meeting III	Example
Teacher-Talk					
1.	Accepts feeling				
2.	Praises or encourages	✓	✓	✓	T : Okay, Lania, What are they? S : Bedroom, bathroom, kitchen, living room,... T : Good . Living room.
	2a. Jokes			✓	T : How many time do you have boy friend Nilfa? Ten? Or more? (with a smile) Ss : Akeh Miss kui ki
3.	Accepts or uses ideas of pupil	✓		✓	T : Okay everybody, do you know what is the headline news this morning? S : Tsunami (<i>Tsunami</i>) Ss : Gempa T : Do you know where did the earthquake happen?
	3a. Repeats student response verbatim	✓	✓	✓	T : Do you know when did it happen? S : Kemarin pagi, (<i>yesterday morning</i>) T : So yesterday morning
4.	Asks questions	✓	✓	✓	T : Is there anyone know what is HIV? S : Human titik titik Virus. Aduh lali tengahe. (<i>Human bla bla Virus. I forget the middle words</i>)
	4a. Asks cultural questions				
	4b. Personalizes	✓	✓		T : Do you know what are in your living room? S1 : Sofa S2 : Table S3 : Jam dinding (<i>clock</i>)
5.	Lecturing	✓	✓		T : Anyone knows? S1 : Dipateni jur dibuang mbak (<i>She was killed then the body thrown away</i>) S2 : Ora yo, kae ki dijabat sik karo pacare mantane, dijak ketemu, jur dipateni ning mobil karo mantane, jur dibuang (<i>No, she was trapped by the girl of her ex-boyfriend. She was invited by her ex then being killed, her body was thrown away</i>) T : Okay, that's right Merry. So, Ade Sara was murdered by her ex-boyfriend and his girlfriend
	5a. Corrects mistake without rejection			✓	T : What about AIDS? S : Ekuired Imuno Defisiensi Virus T : Acquired Immune Deficiency Syndrome [ə'kwaiəd]
	5b. Discusses culture and civilization				
	5c. Models	✓	✓	✓	T : Repeat after me. /tri:tid/ Ss : /tri:tid/
	5d. Orients	✓	✓		T : So today, we are going to learn how to describe our living room.

	5e. Personalizes about self				
	5f. Carries out routine tasks	✓	✓	✓	T : How are you today? Ss : I'm fine. Thank you. And you? T : I'm fine too. Who is absent today? S : Arif, Miss
6.	Giving directions	✓	✓	✓	T : Okay, do you know what is picture number 1? Raise your hand! S : <i>(some of the students raised their hands)</i>
	6a. Directs pattern drills		✓	✓	T : Repeat after me. /tri:tid/ Ss : /tri:tid/
7.	Criticizing or justifying authority				
	7a. Criticize student response				
Pupil-Talk					
8.	Pupil-Responses	✓	✓	✓	T : Do you know where did the earthquake happen? S1 : Amerika (<i>America</i>) S2 : Benua (<i>Continent</i>) S3 : Chili (<i>Chille</i>)
	8a. Choral responses	✓	✓	✓	T : That's right, today we're going to discuss about the murder of Ade Sara. Do you know the news? Ss : Yes
	8b. Reads orally		✓	✓	Ss : /tri:t.id/, /'kɹɪt.ɪ.k ə l/, /-əʊnd/, /dɪ'naɪd/.....
9.	Pupil- Initiation	✓	✓	✓	(among the students) S1 : Nomer 2 iki opo Bal? Podo podo lampu lho? (<i>What is number 2 Bal? Both of them are lamp</i>) S2 : nek stand ki rak ngadeg to, sik duwur iki, paling iki table lamp. (<i>It must be stand lamp because it stands on the floor, whereas the above must be table lamp</i>) (between S-T) S1 : Mbak, dijelaske kronologine, kae pie to kejadiane? (<i>Miss, please explained the chronology of the murder</i>) T : Anyone knows? S2 : Dipateni jur dibuang mbak", (<i>She was killed then the body thrown away</i>) S3 : Ora yo, kae ki dijebak sik karo pacare mantane, dijak ketemu, jur dipateni ning mobil karo mantane, jur dibuang", (<i>No, she was trapped by the girl of her ex-boyfriend. She was invited by her ex then being killed, her body was thrown away</i>)
	9a. Off-task				
Silence					
10.	Silence or confusion				

3. Reflection

After conducting the actions in Cycle II, she conducted a discussion with the collaborators to make some reflections. It was used to fulfill the democratic validity and the dialogic validity. We analyzed the data from the observation and the interview. It was used to evaluate the actions conducted. The following was the result of the reflections.

a. Meeting I

The information gap activity was successfully implemented in meeting I. The students were interested in the activity. It facilitated their hobby in drawing and more important was the interaction. The activity gave chance to the students to speak English and to interact with their friends. Almost all of the students spoke and tried to describe their own living room.

The use of classroom discussion also improved the interaction between the teacher and the students. The teacher and the students had interaction while discussing advertisement. They now became more active and involved in the discussion. It was also supported by the role of the teacher as facilitator. They facilitated them in the discussion and moved around to check their progress. It would make the students felt comfortable in the class especially when they found some difficulties toward the materials, unclear instruction, or vocabularies. They would be brave in asking question to the teacher. It can be seen from the extract of the vignette below.

“Mbak, bedanya in sama on apa mbak?”, (*What is the different between IN and ON Miss?*) said Putri.

“Jadi, on digunakan untuk benda yang menempel atau satu garis lurus, sedangkan in untuk benda yang ada di dalam. For example, lampu yang menempel, kita bisa menyebutkan : There is a lamp on the wall. Tapi kalau in, there are some flowers in the vase”, (*So, ON is used for object which stick on or in line, while IN is used for object inside the other object, for example, lamp which sticks on wall, we can say : there is a lamp on the wall. But for this, there are some flowers in the vase*) answered the teacher.

“Ow begitu”, (*oh..I know*)”, said Putri.

(*Field note 8, March 29th 2014*)

b. Meeting II

There was a significant improvement in this meeting. There were more students who wanted to take a risk by asking questions to the teachers. She tried to initiate and build the interaction with the teachers although they used their first language. She then gave chance to the other students to answer. So, another interaction happened. It can be seen from the extract of the vignette below.

“Mbak, dijelaske kronologine, kae pie to kejadiane?”, (*Miss, please explain the chronology of the murder*) asked Farida.

“Anyone knows?”, asked the teacher to the students.

“Dipateni jur dibuang mbak”, (*she was killed then her body thrown away*) said Novi

“Ora yo, kae ki dijebak sik karo pacare mantane, dijak ketemu, jur dipateni ning mobil karo mantane, jur dibuang”, (*No, she was trapped by the girl of her ex-boyfriend. She was asked to meet his ex and being killed, then the body was thrown away*) said Merry.

(*Fieldnote 9, April 3rd 2014*)

Besides, by using the information gap activity, it could improve their confidence in speaking English. It was used as the practice before they could speak in front of the class. After some information gap activities were implemented, the students were used to speak English. It can be seen from the transcript below.

R : Perasaan dik Lania pas maju membaca sendiri tadi gimana?
(*What do you feel when coming in front of class reading the news?*)

S : Ya biasa Miss, (*it was usual*)

R : Tadi PD gak mbaca di depan? (*Did you feel confident reading in front of the class?*)

S : Ya lumayan sih Miss, sekarang jadi sering berbicara bahasa Inggris sejak ngisi yang bolong bolong dari Miss. (*It was quiet confident Miss, since we often speak English when filling the blanks, Miss*)

(*Interview script 30, April 3rd 2014*)

c. Meeting III

The implementation of information gap in meeting III was also a success. The interaction among the students improved. They had more chance to speak English in the class. They did information gap activity as a practice for them. It also gave them chance to interact and work with other friends. It could build their cooperation.

In the discussion, the students were also being active. They gave response to the teacher's question. Sometimes they also asked their teacher. Here, the interaction between teacher and students could be achieved.

When they were in listening section, they kept silent during listening section and focused on filling the blank. It showed that there was interaction between the students and the material. It can be seen from the extract of the vignette below.

The last activity was individual listening activity. They had to listen to the audio and fill the gap in. The audio was played twice. They listened to the audio carefully and silently. After twice playing, they had to submit the task.

(Fieldnote 10, April 5th 2014)

Table 11. The Summary of the Reflection of cycle II

Action	Cycle I	Cycle II
Implementing information gap	The students had chance to speak English and interact with other students. They also became more confident to speak. However, some of	The students had chance to speak English and interact with other students. They also became more confident to speak. The students could

	the students still did not want to do the task because the task seemed too much for them. They just copied it.	complete the task without doing such copying.
Using classroom English	The students were used to classroom English in doing routines. They could give their response.	The students were used to classroom English in doing routines. They could give their response.
Maximize pair work and group work	The students participated in the group discussion. However, some of them still did not want to work with certain students.	The students participated in the group discussion. Some of them wanted to work with certain students.
Maximize classroom discussion	The students were involved in the discussion. But for doing initiation or asking question, the students rarely asked questions.	The students were involved in the discussion. In asking question, only one or two students asked question related to the materials although they used their first language. Most of them usually asked only about vocabularies or unclear instructions.
Using media	The use of big picture or audio could attract students' attention. However, the students thought that the audio was played too fast.	The use of big picture or audio could attract students' attention. They were silent and paid attention to the media used.
Improve teaching role	The teacher monitored and facilitated the students.	The teacher monitored and facilitated the students.
Giving praise	The teacher praised to the students by saying "Good", "Great".	The teacher praised to the students by saying "Good", "Great".
Maximize individual task	Some of the students still did cheating.	The number of the students who cheated decreased. The task that should be done as homework was not submitted.

D. General Findings

Based on the findings in cycle II, all actions were successfully implemented to improve English classroom interaction. The research findings in improving

classroom interaction by using information gap supported by some actions in grade X students of SMA N 1 Srandakan are concluded as follows.

1. The use of information gap activities successfully improved the interaction among the students. It gave chance to the students to interact with other friends not only in pairs or small group, but also in a big group. They interacted and talked related to the material.
2. The use of information gap activities successfully improved the interaction between teacher and students. Information gap activity was used as media for the students to practice speak English. So, after they did practice, they were confident to speak in front of the class. They were brave in expressing their idea or asking questions. They were not afraid in making mistake. By maximizing group discussion too, there was more chance for teacher and students to interact. There were lot of kinds of interaction that occurred.
3. The use of information gap activities successfully improved the interaction between the students and the materials. They had motivation to complete the task. They enjoyed learning English because the information gap was interesting for them. It was varied and one of them could facilitate their hobby. It also helped them avoiding cheating. They had motivation to finish the task by themselves.
4. The use of picture in the class could attract the students. They paid attention to what their teacher was talking. They did not pay attention again to their handphone. They joined in the discussion. So, the interaction between the teacher and the students took place.

5. The implementation of classroom English helped the main action in improving the classroom interaction. Classroom English aimed to make the students more familiar with English. It made the students more confident to speak in English, and express their idea. They gave response to the teacher's greeting using English. The interaction occurred.
6. The use of praising in the class also supported the classroom interaction to appear. They were given praising by the teacher, they were encouraged to take risk to speak and express their idea. They did not feel afraid of making mistake. So, they joined in the discussion and the interaction between teacher and the students happened.

Table 12. The Changes (Before and After Implementation)

Before the actions was conducted	After the action was conducted	
	Cycle I	Cycle II
The students did not pay attention to the teacher explanation.	The students paid attention to the teacher explanation. They get involved in the discussion by responding to their teacher's questions.	The students paid attention to the teacher explanation. They get involved in the discussion by responding to their teacher's questions.
The students played handphone in the class.	The number of the students who played or saw handphone in the class decreased.	The number of the students who played or saw handphone in the class decreased.
The students were less active in class discussion	The students were more active in classroom discussion especially in answering teacher's questions. However, the students rarely did initiation in classroom discussion.	The students were more active in classroom discussion especially in answering teacher's questions. Some of the students did initiation in classroom discussion or asked question to the teacher.
The students rarely asked question.	The students rarely asked questions related to the material or topic. They just asked about the English of	Besides asking about the English of certain words, the meaning of certain words, or unclear instructions, they

	certain words, the meaning of certain words, or unclear instructions.	asked about unclear explanation. Some of them were being active.
The teacher did not praise on students' work.	The teachers praised on students work or idea. It made the students feel not afraid in speaking or expressing their ideas.	The teachers praised on students work or idea. It made the students feel not afraid in speaking or expressing their ideas.
The teacher did not carry routines.	The teacher carried out routines in every meeting. She did greeting, checking attendance, and leading prayer. The students became more familiar with English.	The teacher carried out routines in every meeting. She did greeting, checking attendance, and leading prayer. The students became more familiar with English. They could give response to teacher's greeting correctly.
The teacher ignored the students who made noise.	The teacher asked the students to keep silent or pay attention when she was explaining.	The teacher asked the students to keep silent or pay attention when she was explaining.
The teacher did not move around the class to monitor students' work.	The teacher moved around the class to monitor and check students' progress. She also helped the students who found difficulties.	The teacher moved around the class to monitor and check students' progress. She also helped the students who found difficulties.
The students did not want to work with students they disliked.	Some of the students did not want to work with friends they disliked.	Most of the students wanted to work with everyone in the class.
The students had less participation in pair work or group work.	The students had more participation in pair work or group work.	The students had more participation in pair work or group work. They were involved in the group discussion to solve problem or find the answer
The students talked with another student but did not have relation to the materials.	The students talked with another student that had relation to the materials.	The students talked with another student that had relation to the materials. They discussed the answer together in group or pairs.
There were fewer opportunities for the students to interact with their friends in	There were more opportunities for the students to interact with their friends in term of meaningful learning.	There were more opportunities for the students to interact with their friends in term of meaningful learning.

term of meaningful learning.		
The students had fewer opportunities to speak in English in the class.	The students had more opportunities to speak in English in the class. However, they sometimes still used their native language.	The students had more opportunities to speak in English in the class. However, they sometimes still used their native language.
The students did not want to do task.	Some of the students did not want to submit the task, especially if it was homework.	The students were silent and did the task during the listening section. They also wanted to do oral task such as being news reporter.
The students tended to do cheating on doing the task.	Some of the students still copied the answer from their friends' task.	The number of the students who copied the answer from their friend's work decreased

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

As stated in the previous chapter, this study was action research that focused on improving classroom interaction of grade X students of SMA N 1 Srandakan in the academic year 2013/2014. To guide the study, the research questions were formulated. They were the implementation, the kinds, and the significances of information gap activities in the English classroom.

A. Conclusions

The conclusions of this study are summarized as follow:

1. Information gap activities improved classroom interaction. There was a significant improvement in the class. It improved teacher-students interaction, students-students interaction, and students-textbook interaction. Before the implementation, the classroom interaction was very low. There were few interactions between teacher and the students, among the students, and between the students and the materials.

After the actions were implemented, the students had chances to talk and interact with other students in terms of learning. They talked with other friends using English. They also showed a good manner in the class. They paid attention to the teacher's explanation. They interacted with the teacher in the discussion, joined in the discussion, and expressed their ideas confidently. They became active students. Furthermore, the students also showed a good attitude toward the materials. They now had

motivation to learn English and did the task. When they were listening, they kept silent. They also reduced their cheating behaviors. They tended to ask their teacher or their friends if they did not understand.

2. The six kinds of information gap activities applied in this study were effective to improve the classroom interaction. They were *help-wanted gap*, *guessing game*, *advertisement gap*, *listen and draw*, *newspaper gap*, and *news gap*. Those activities gave more chances to the students to interact with their friends both in pairs and in group.
3. The use of information gap could build students' confidence and cooperation. They were brave on speaking English. They expressed their ideas in front of the teacher and their friends confidently. They also wanted to work with their friends in the group.

The findings indicate that more interaction occurred in teaching and learning process. Therefore, it can be concluded that information gap activities can improve classroom interaction in grade X students of SMA N 1 Srandakan in the academic year of 2013/2014.

B. Implications

Based on the findings, some points of implications are proposed. They are presented as follows:

1. The result reveals that information gap activities are effective to improve English classroom interaction. Thus, this research implies that information gap activities are needed to improve classroom interaction. Through information gap activities, more interaction occurred in the class.

2. The six types of information gap applied in this research are effective to improve classroom interaction. It implies that the teacher may use those kinds of information gap activities to improve classroom interaction. It also implies that there are a lot of variations of information gap activities. The English teachers can develop other kinds of information gap by themselves. It can be based on the materials or students' needs. So, the students will not be bored with the same activities.
3. The result reveals that information gap activities build students' confidence and cooperation. It implies that the teacher may use information gap activities as the media for them to practice speaking English. The teacher may also use those activities to make the students want to work with everyone in the class.

C. Suggestions

Based on the conclusions and the implications, some suggestions are offered for the teaching and learning process. These are presented as follows.

1. The English teachers

Based on the result, information gap activities are effective to improve classroom interaction. Therefore, the English teachers are suggested to implement information gap activities in the classroom by considering the students' needs, age, and interest. This can be done by selecting various kinds of information gap activities from some sources or designing it based on the materials, students' needs, age, and interest. They also have

to consider that the implementation of information gap activities are not apart from the use of group work, classroom English, or media.

2. Material writers

This study can be useful for them who write the learning materials. The use of information gap can improve the classroom interaction. Therefore, the learning materials can be in the form of information gap activities. It can be varied based on the materials. Besides improving classroom interaction, it can help the students to develop their speaking skills.

3. Other researchers

This study can be used as a reference for other researchers. It is necessary to follow up this study to acquire more information about the use of information gap activities. There are some things in this study that can be interesting to be explored. For example, it is possible for other researchers to try implementing other type of information gap activities. It is also possible for them to analysis the form of interaction itself.

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APPENDICES

A. Course Grid


INFORMATION GAP ACTIVITIES COURSE GRID

School : SMA N 1 SRANDAKAN

Grade/Semester : X/ 2

Cycle I

Standard Competence : **Reading** 11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

No	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Source/ Media/ Aids	Time	Interaction	Information-gap Activities
1	11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari	1. The students can identify the components of job vacancy correctly. 2. The students can identify the general information of a job vacancy correctly. 3. The students can identify the meaning of some vocabularies related to job vacancy correctly. 4. The students can identify	<p><i>Text (Job Vacancy)</i></p>  <p>www.picstopin.com Grammar</p>	4-stages BKOF <ul style="list-style-type: none"> - The teacher do brainstorming by asking some questions related to job vacancy. - The teacher elicits answer from the students. - The teacher discusses the answer with the whole class. MOT <ul style="list-style-type: none"> - The teacher shows an example of job vacancy. - The teacher asks the students to read the job vacancy. - The teacher discusses the content of the job vacancy with the students. - The teacher discusses the generic structure and 	Picture of Ad, white board	2 x 45'	T-S S-S S-Textbo ox/ material s	HELP WANTED The students work in pairs. They have to fulfill their worksheet by asking each other about job vacancy in the news paper and the requirements.

		<p>certain information about job vacancy correctly.</p>	<ul style="list-style-type: none"> - Must be able to.... - Action verb : join, please call <p><i>Vocabulary</i></p> <p>Noun : supervisor, shift, SPM, personality, salary, incentive, remuneration</p> <p>Adj : energetic, committed, excellent, pleasant, attractive</p>	<p>social function of the job vacancy with the whole students.</p> <ul style="list-style-type: none"> - The teacher discusses the sentence structure of job vacancy with the whole class. - The teacher discusses the related vocabulary and jargon with the students. <p>JCOT</p> <ul style="list-style-type: none"> - The students identify components of job vacancy through matching activity in group. - The students have peer correction (group) on it. - The students do Help-wanted activities in pairs. - The teacher gives some words related to the previous activity. - The students find the meaning of the words in pairs. <p>ICOT</p> <ul style="list-style-type: none"> - The students read some job vacancies. - The students answer some questions related to the job vacancies. 				
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INFORMATION GAP ACTIVITIES COURSE GRID

School : SMA N 1 SRANDAKAN

Grade/Semester : X/ 2

Cycle I

Standard Competence : **Listening 8.** Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk *narrative*, *descriptive*, dan *news item* sederhana dalam konteks kehidupan sehari-hari.

No	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Source/ Media/ Aids	Time	Interaction	Information-gap Activities
2	8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>	<ul style="list-style-type: none"> - The students can identify vocabularies used in describing job based on the audio correctly. - The students can identify the description about job correctly. - The students can identify picture of a job or profession. 	<p><i>Spoken Text</i></p> <p>Sarah : Hi Mike, long time no see. What do you do now?</p> <p>Mike : I work as a doctor. What do you do Sarah?</p> <p>Sarah : I am a teacher. What kind of job do you have?</p> <p>Mike : I have a difficult job. I am responsible for examining the patients. In the hospital, nurse will help me treating the patients. I also have to write a prescription for them. What about you Sarah?</p> <p>Sarah : I have an interesting job. I work in the kindergarten. I teach the students to sing, read, and write. By the way, how many hours do you work?</p> <p>Mike : I'm a doctor, it's a part time job. I only work in the morning.</p> <p>Sarah : Oh. That sounds great. I</p>	<p>4-stages BKOF</p> <ul style="list-style-type: none"> - The teacher shows a picture of some profession. - The students are asked to identify the picture and mention the name and the description one by one together. - The teacher discusses the picture with the students. <p>MOT</p> <ul style="list-style-type: none"> - The teacher plays an audio talking about job. - The students listen to the audio and pay attention to what they heard. - The teacher discusses the vocabularies and the important phrase. - The teacher discusses the general structure in describing job. <p>JCOT</p> <ul style="list-style-type: none"> - The students complete some 	Audio, Picture, Laptop	2 x 45'	T-S S-S S- Textbo x/ material s	<i>GUESSING-GAME</i> The teacher divides the students into 5 groups. Each group consists of four students. Each student in a group gets a picture. They have to guess the job by listening to their friends description.

			<p>work full time from 8 a.m to 3 p.m. It's a full day school.</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> - Simple Present tense (work, am, have, sounds) - I am responsible for + Ving (Noun) - I work as + N <p><i>Vocabulary</i></p> <p>Verb : teach</p> <p>Noun : Doctor, teacher, prescription,</p> <p>Adj : interesting, difficult, responsible</p> <p>Adv : full time, part time (can be adj)</p>	<p>jobs with the workplace in group.</p> <ul style="list-style-type: none"> - The teacher discusses the answer with the whole students. - The teacher divides the students work into small group. - The students do guessing-game activities. <p>ICOT</p> <ul style="list-style-type: none"> - The students have to listen to the audio about job's description. - The students choose the best picture based on the audio. 				
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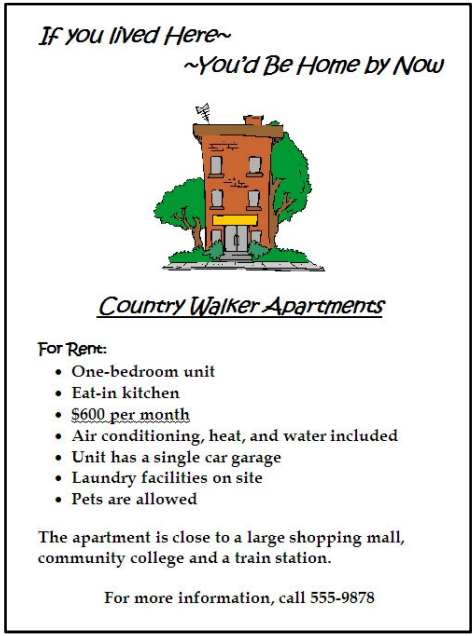
INFORMATION GAP ACTIVITIES COURSE GRID

School : SMA N 1 SRANDAKAN

Grade/Semester : X/ 2

Cycle I

Standard Competence : **Writing.** 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

No	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Source/ Media/ Aids	Time	Interac tion	Information- gap Activities
3	12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan , undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.	<ul style="list-style-type: none"> - The students can identify the components of advertisement correctly. - The students can identify the vocabulary used in house advertisement correctly. - The students can identify certain information about advertisement correctly. - The students can write an advertisement 	<p>(<i>Advertisement</i>)</p>  <p><i>Parts</i></p> <ul style="list-style-type: none"> - Headline - Subheads - Bodycopy (description, price) 	<p>4-stages BKOF</p> <ul style="list-style-type: none"> - The teacher do brainstorming by asking some questions related to advertisement and recalling the previous meetings about advertisement. - The teacher elicits answer from the students. - The teacher discusses the answer with the whole class. <p>MOT</p> <ul style="list-style-type: none"> - The teacher shows an example of advertisement. - The teacher asks the students to read the advertisement. - The teacher discusses the content of the advertisement with the students. - The teacher discusses the 	Pictures , White Board	2 x 45'	T-S S-S S- Textbo ox/ materia ls	<p><i>ADVERTISEME NT CARD GAP</i></p> <p>The teacher divides the group into two big groups. Each big group was divided into to, the one who find the place and the one who advertise his/her place. The students had to find the matched advertisement by asking or listening to others.</p>

		using appropriate language.	<ul style="list-style-type: none"> - Closing (contact) <p><i>Grammar</i></p> <ul style="list-style-type: none"> - Simple Present tense : S + V1 + O/C/Adv - <i>Noun phrase : single garage</i> (N+N), small kitchen (Adj+N) - <i>Close to</i> <p><i>Vocabulary</i></p> <p>Noun : bedroom, kitchen, heat, garage, eat-in, etc</p> <p>Adj : close, small, big,</p>	<p>generic structure and social function of the advertisement with the whole students.</p> <ul style="list-style-type: none"> - The teacher discusses the sentence structure of advertisement with the whole class. - The teacher discusses the related vocabulary and jargon with the students. <p>JCOT</p> <ul style="list-style-type: none"> - The students identify components of advertisement in group. - The students have peer correction (group) on it. - The students write the name of the picture in pairs. - The teacher discusses the answer with all the students. - The students do information gaps activities. <p>ICOT</p> <ul style="list-style-type: none"> - The students get a map of a house. - The students design an advertisement based on the picture. 				
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INFORMATION GAP ACTIVITIES COURSE GRID

School : SMA N 1 SRANDAKAN

Grade/Semester : X/ 2

Cycle II

Standard Competence : **Writing** 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari.

No	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Source/ Media/ Aids	Time	Interac tion	Information- gap Activities
4	12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>	<ul style="list-style-type: none"> - The students can identify the generic structure of descriptive text correctly. - The students can identify the pictures and vocabularies related to the text correctly. - The students can identify the prepositions used in descriptive text correctly. - The students can identify parts of the living room correctly. - The students 	<p><i>(Written Descriptive Text)</i></p> <p>My living room is very spacious and bright. I keep it clean and tidy because it is my favourite room in the house.</p> <p>Its walls are blue and the floor is salmon. On the floor, in the centre, there is a big blue carpet. On it I have my two sofas, the coffee table and a stool. There is also a small round table where I sometimes put the book I am reading. I enjoy reading so there is a bookshelf with many books in it. On the bookshelf there is a vase with a small plant and an old clock. On one corner of the living room there is a big plant in a vase.</p> <p>The living room is very warm in winter because it has got a fireplace. Above it there are some pictures. Next to the fireplace there is a round table with a table lamp on it.</p> <p>There are four windows and two of them have got lovely violet curtains I made myself. I like to read</p>	<p>4-stages BKOF</p> <ul style="list-style-type: none"> - The teacher do brainstorming by asking some questions related to the previous materials about advertisement. - The teacher elicits answer from the students. - The teacher discusses the answer with the whole class. <p>MOT</p> <ul style="list-style-type: none"> - The teacher shows an example of descriptive text. - The teacher asks the students to read the text. - The teacher shows a picture related to the text. - The teacher relates the picture with the text and asked the students to identify the picture based on the text. - The teacher discusses the 	Picture, white board	2 x 45'	T-S S-S S- Textbo ox/ material s	<i>DESCRIBE AND DRAW</i> The teacher asks the students to work in pairs. They have to sit back-back. The teacher gives the sheet to the students. They have to describe their living room and their pairs will draw it and vice versa. After done, they have to check the picture.

		<p>can write a descriptive text using appropriate language.</p>	<p>and have a rest in my living room. It's warm and cozy.</p> <p><i>Parts</i></p> <ul style="list-style-type: none"> - Identification (the general information) - Description (the details of what is being described) <p><i>Grammar</i></p> <p>Simple present tense</p> <ol style="list-style-type: none"> 1. My living room is very spacious and bright. 2. Its walls are blue. 3. I have my two sofas. 4. It's warm and cozy. <p><i>Vocabulary</i></p> <p>Noun : stool, bookshelf, floor.</p> <p>Adj : warm, spacious, bright, big</p> <p>Prep : next to, in the centre, between</p>	<p>content of the text with the students.</p> <ul style="list-style-type: none"> - The students identify the generic structure and social function of the text with the whole students. - The teacher discusses the sentence structure of advertisement with the whole class. - The teacher discusses the related vocabulary and jargon with the students. <p>JCOT</p> <ul style="list-style-type: none"> - The students work in group to identify the name of some things in the living room. - The students work in pair to fill in the blank using correct prepositions. - The students work in pair and doing information gaps activities. - The students have to listen to their friends description and draw a picture. - The students do peer correction. <p>ICOT</p> <ul style="list-style-type: none"> - The students write a description of the picture being drew. 				
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INFORMATION GAP ACTIVITIES COURSE GRID

School : SMA N 1 SRANDAKAN

Grade/Semester : X/ 2

Cycle II

Standard Competence : **Speaking** 10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

No	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Source/ Media/ Aids	Time	Interact ion	Information- gap Activities
5.	10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>	<ul style="list-style-type: none"> - The students can identify the generic structure of news item text correctly. - The students can identify vocabularies used in news item text correctly. - The students can identify the pronunciation of some vocabularies correctly. - The students can 	<p><i>Spoken News Item Text</i></p> <p>Teenage Lovers Implicated in Green-Eyed Murder of Ex-Girlfriend Mar 07, 2014 Jakarta. The bruised body of a teenage girl was found on the side of the Outer Ring Road Wednesday morning, a wad of newspaper stuffed down her throat, in what police believe to be a gruesome homicide committed by a jilted lover and his new girlfriend. Bekasi Police arrested Ahmad Imam Al Hafid and his girlfriend Assyifa Anggraini in connection with the murder of 19-year-old Bunda Mulia University freshman Ade Sarah Angelina Suroto. Hafid was arrested Thursday afternoon as he attempted to pay his respects to his deceased ex-girlfriend at a Central Jakarta hospital. His girlfriend was arrested an hour later, police said.</p> <p>Social function news item: To inform readers or listeners about events of the day which are considered newsworthy or important.</p>	<p><i>4-stages</i> BKOF</p> <ul style="list-style-type: none"> - The teacher asks some questions related to news. - The teacher elicits answer from the students. - The teacher discusses the answer with the whole class. <p>MOT</p> <ul style="list-style-type: none"> - The teacher plays an audio about news. - The students listen to the audio and pay attention to what they heard. - The teacher discusses the 	Audio, White Board	2 x 45'	T-S S-S S-Text book/ material s	<i>NEWSPAPER GAP</i> <i>The students have to work in pairs. What they have to do is fulfilled some headlines in the newspaper by asking each other.</i>

		identify the content of news item text orally.	<p>Generic structure news item:</p> <ol style="list-style-type: none"> 1. News worthy event (tells the event in a summary form) 2. Background events (elaborate what happened, tell what caused the incident) 3. Sources (comments by participants, witnesses, authorities and experts involved in the event) <p>Language features news item:</p> <ul style="list-style-type: none"> - Information on the use of headlines. - Use of action verbs(hit, attack) - Use of saying verbs(said, added, claimed) - Use of passive sentences (Was arrested) <p>Vocabularies</p> <ul style="list-style-type: none"> - Noun : murder, hour, homicide - Adjective : gruesome, terrible, dangerous - Verb : attempted, murdered, arrested, committed - Adverb : later, an hour ago 	<p>vocabularies and the important phrase.</p> <ul style="list-style-type: none"> - The teacher discusses the general structure in news item. <p>JCOT</p> <ul style="list-style-type: none"> - The students do information-gap activity in pairs. - The teacher discusses the answer with the whole students. - The students listen to audio and fill the gaps in pairs. - The students do peer correction. - The students find the meaning of some vocabularies in pairs. - The students practice pronunciation. <p>ICOT</p> <ul style="list-style-type: none"> - The students act as news reporter in front of the class individually. 				
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INFORMATION GAP ACTIVITIES COURSE GRID

School : SMA N 1 SRANDAKAN

Cycle II

Grade/Semester : X/ 2

Standard Competence: **Listening. 8.** Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk *narrative*, *descriptive*, dan *news item* sederhana dalam konteks kehidupan sehari-hari.

No	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Source/ Media/ Aids	Time	Inter action	Information- gap Activities
6	8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> .	<ul style="list-style-type: none"> - The student can identify generic structure of news item text correctly. - The student can identify vocabularies used in news item text correctly. - The student can identify the content of news item text correctly. - The student can identify the use of some words in news item text 	<p><i>Spoken Text</i></p> <p>US REPORTS RARE CASE OF WOMAN-TO-WOMAN HIV TRANSMISSION</p> <p>A rare case of suspected HIV transmission from one woman to another was reported Thursday by US health authorities.</p> <p>The CDC said that the 46-year-old woman "likely acquired" human immunodeficiency virus while in a monogamous relationship with an HIV-positive female partner in Texas.</p> <p>The woman, whose name was not released, had engaged in heterosexual relationships in the past, but not in the 10 years prior to her HIV infection.</p> <p>Her HIV-positive partner, a 43-year-old woman who first tested positive in 2008, was her only sexual partner in the six months leading up to the test that came back positive for HIV.</p> <p>She did not report any other risk factors for acquiring the virus that causes AIDS, such as injection drug use, organ transplant, tattoos, acupuncture or unprotected sex with multiple partners.</p> <p>The CDC said in its weekly report that the strain of HIV with which she was infected was a 98 percent genetic match to her partner's.</p>	<p>BKOF</p> <ul style="list-style-type: none"> - The teacher shows a picture related to HIV and AIDS - The teacher elicits response from the students. - The teacher discusses the answer with the whole class. <p>MOT</p> <ul style="list-style-type: none"> - The teacher plays an audio about news. - The students listen to the audio and pay attention to what they heard. - The teacher discusses the vocabularies and 	Audio, picture, whiteboard	2 x 45'	T-S S-S S-Textbook/ materials	NEWS GAP The students were divided into group. Each group consisted of three students. What they have to do is listening to their friends' paragraph and try to write the missing paragraph.

		<p>correctly.</p> <p>-</p>	<p>Authorities first learned of the case in August 2012 from the Houston Department of Health. The couple said they had not received any counseling about safe sex practices, and reported that they routinely had sex without barrier methods.</p> <p>http://news.yahoo.com/</p> <p>Social function news item: To inform readers or listeners about events of the day which are considered newsworthy or important.</p> <p>Generic structure news item:</p> <ol style="list-style-type: none"> News worthy event (tells the event in a summary form) Background events (elaborate what happened, tell what caused the incident) Sources (comments by participants, witnesses, authorities and experts involved in the event) <p>Language features news item:</p> <ul style="list-style-type: none"> - Information on the use of headlines. - Use of action verbs (received, reported) - Use of saying verbs(said, added, claimed) - Use of passive sentences (was reported) <p>Vocabularies</p> <ul style="list-style-type: none"> - Noun : practice, methods, couple - Adjective : safe, unprotected - Verb : said, reported, engaged, received - Adverb : in the past 	<p>the important phrase.</p> <ul style="list-style-type: none"> - The teacher discusses the general structure in news item. <p>JCOT</p> <ul style="list-style-type: none"> - The students pronounce some vocabularies together (whole class). - The students find the meaning of some vocabularies in pairs. - The students do information gap activity in group of three. - The students do peer correction. <p>ICOT</p> <ul style="list-style-type: none"> - The students listen to the audio and fill in the blanks using words provided. 				
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APPENDICES

B. Lesson Plan

LESSON PLAN

Identity	: SMA N 1 SRANDAKAN
Class/Semester	: X/ 2
Text Type	: Functional Text
Theme	: Job Vacancy
Skill	: Reading
Time Allocation	: 2 x 45minutes (one meeting)

A. Standard Competence

Membaca

11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Basic Competence

11.1. Merespon makna dalam teks fungsional pendek (misalnya pengumuman, **iklan**, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari

C. Objective

In the end of the lesson, the students can give response to advertisement in the form of job vacancy correctly.

D. Indicators

The students can

1. identify the components of job vacancy correctly.
2. identify the general information of a job vacancy correctly.
3. identify the meaning of some vocabularies related to job vacancy correctly.
4. identify certain information about job vacancy correctly.

E. MATERIALS

Functional Text

Written Text

JOIN US now !

- Branch Supervisor
- Sales Assistant
(Full time/Part time)

- Must be able to work on shifts, weekends & public holidays
- Age 18 years old and above
- Minimum SPM or higher qualifications
- Preferably with working experience in retail environment dealing with body care
- Pleasant personality with good communication skills
- Energetic and committed in providing excellent customer service

REMUNERATION PACKAGE WITH MONTHLY BASIC SALARY + ATTRACTIVE INCENTIVES!

Interested please call Darren Teh 012-5117678 / Walk-In

AGift
with care
The Simplest Way of Caring

Parts

- Headline
- Subheads
- Bodycopy (job description, salary, requirements)
- Closing (how to apply, contact person)

Grammar

- Must be able to....
- Action verb : join, please call

Vocabulary

Noun : supervisor, shift, SPM, personality, salary, incentive, remuneration

Adj : energetic, committed, excellent, pleasant, attractive

F. TEACHING METHOD

4-Stages

1. BKOF (Background Knowledge of the Field)
2. MOT (Modelling of the Text)
3. JCOT (Joint Construction of the Text)
4. ICOT (Independent Construction of The Text)

G. PROCEDURE

Teaching Step	Activities	Character Building

Pre-activities (5 minutes)	<ul style="list-style-type: none"> a. The teacher greets the students. b. The teacher checks the students' attendance. c. The teacher leads prayer to start the lesson. 	Religious Discipline
Main Activities (75 minutes)	<p>BKOF</p> <ul style="list-style-type: none"> a. The teacher do brainstorming by asking some questions related to job vacancy. <ul style="list-style-type: none"> - Have you ever read a newspaper? - What do you find there? (news, advertisement, story, opinion, etc) - What kind of advertisement do they usually advertise? (properties, service, job vacancy, products) - What is job vacancy? - Why do people need job vacancy? b. The teacher elicits answer from the students. c. The teacher discusses the answer with the whole class. <p>MOT</p> <ul style="list-style-type: none"> a. The teacher shows an example of job vacancy. b. The teacher asks the students to read the job vacancy. c. The teacher discusses the content of the job vacancy with the students. d. The teacher discusses the generic structure and social function of the job vacancy with the whole students. e. The teacher discusses the sentence structure of job vacancy with the whole 	Carefulness

	<p>class.</p> <p>f. The teacher discusses the related vocabulary and jargon with the students.</p> <p>JCOT</p> <p>a. The students identify components of job vacancy through matching activity in group.</p> <p>b. The students have peer correction (group) on it.</p> <p>c. The students do Help-wanted activities in pairs.</p> <p>d. The teacher gives some words related to the previous activity.</p> <p>e. The students find the meaning of the words in pairs.</p> <p>ICOT</p> <p>a. The students read some job vacancies.</p> <p>b. The students answer some questions related to the job vacancies.</p>	
Post Activities (10 minutes)	<p>a. The teacher and the students conclude the lesson.</p> <p>b. The teacher and the students make a reflection of the lesson.</p> <p>c. The teacher gives feedback to the students.</p> <p>d. The teacher tells the topic for the next meeting.</p>	

H. MEDIA

Media that are used in the teaching and learning process :

- a. Picture of advertisement on Job Vacancy

b. White board

I. ASSESSMENT

Indicator 1 : The students can identify the components of job vacancy correctly.

Type : Written Assessment

Form : Matching activities

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	20
Number of Question	5
Maximum score	100

Indicator 2 : The students can identify the general information of a job vacancy correctly.

Type : Written Assessment

Form : Help-wanted gap

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	25
Number of Question	4
Maximum score	100

Indicator 3 : The students can identify the meaning of some vocabularies related to job vacancy correctly.

Type : Written Assessment

Form : Short answer

Instrument : Worksheet

Rubric

Criteria	Score
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Correct answer	10
Number of Question	10
Maximum score	100

Indicator 4 : The students can identify certain information about the job vacancy correctly.

Type : Written Assessment

Form : Short Answer

Instrument : Workheet

Rubric

Criteria	Score
Correct answer	20
Number of Question	5
Maximum score	100

CHARACTER ASSESSMENT

Character	1	2	3	4	5
Carefulness					

J. REFERENCES

www.bogglesworldesl.com

Srandakan, Maret 2014

Mengetahui

Guru Pembimbing

Mahasiswa Praktikan

Is Endri Akhzan, S.Pd

NIP. 197210102005012000

Nur Rahmawati

NIM. 10202244004

ACTIVITY 1

Put the components of job vacancy below into the right order!

(Headline)

(Subheadline)

(Body)

(Closing)

Please send your CV alongwith a pp size photo within 5 days to **finance@kantipur.com.np**

Telephone enquiries will not be entertained.



Kantipur Publications Pvt. Ltd.
Subidhanagar, Kathmandu

Position : Account Assistant
Qualification : +2
Skills : Computer MS Office & Nepali Typing
Salary : As per Company's Rule
Age : Below 25 years

We are looking for few energetic personnel for the following position;

**VACANCY
ANNOUNCEMENT**

ACTIVITY 2

A SheetSee Anything Interesting in the Paper?

Look at the newspaper then share information about the help-wanted ads with your partner.



Help Wanted
Pizza Delivery Guy.
Pays \$9.50 an hour plus tips.
Have to have your own car.

Help Wanted
Waitress
Pays \$8.25 an hour plus tips.
Have to be friendly and outgoing.

Help Wanted

Help Wanted
Construction Worker
Pay depends on experience.
Must have steel-toed boots.

Help Wanted

Help Wanted
House Painter
Pay to be negotiated.
Must have your own equipment.

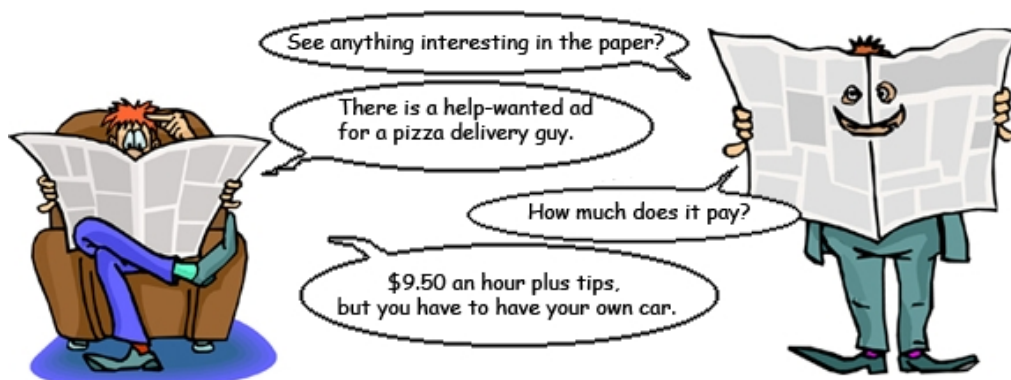
Help Wanted

Help Wanted
Mail Carrier
Pays \$17.00 an hour.
Should be physically fit.

Help Wanted

• **BSheetSee Anything Interesting in the Paper?**

Look at the newspaper classifieds then share information about the help-wanted ads with your partner.



Help Wanted
Pizza Delivery Guy.
Pays \$9.50 an hour plus tips.
Have to have your own car.

Help Wanted

Help Wanted
Sushi Chef
Pays \$13.50 an hour.
Must know how to prepare Sushi.

Help Wanted

Help Wanted
Telemarketer
Pays \$10.20 an hour plus commissions.
Must have sales experience.

Help Wanted

Help Wanted
Musicians:
Piano and Guitar
Pays \$120.00 a night.
Must have experience playing Jazz.

Help Wanted

Help Wanted
Gardner
Pay to be negotiated.
Need to have your own tools.

ACTIVITY 3

Find the meaning of some vocabularies below!

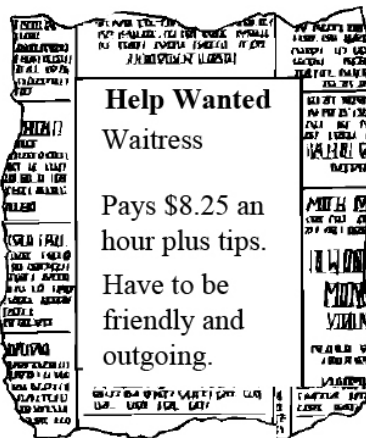
1. Tips =
2. Friendly =
3. Outgoing =
4. Steel-toed =
5. Negotiated =
6. Experience =
7. Commission =
8. Equipment =
9. Physically =
10. Fit =

ACTIVITY 4

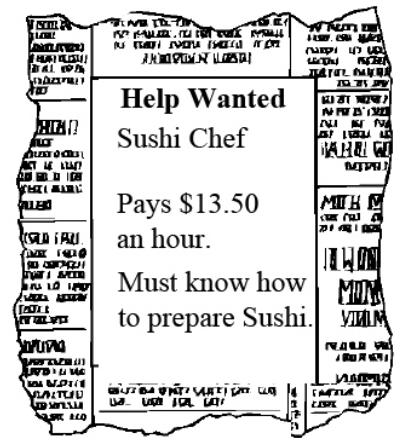
Read the following job vacancies and answer some questions below!



(1)



(2)



(3)



(4)



(5)



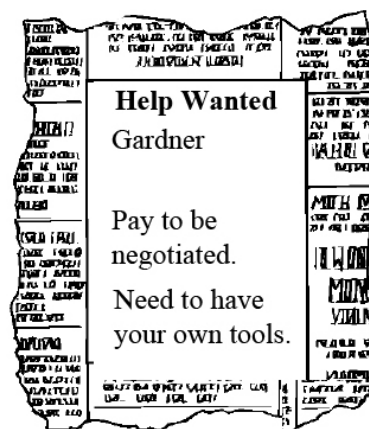
(6)



(7)



(8)



(9)

www.bogglesworldesl.com

Question :

1. Which advertisement(s) that requires the employee to be friendly and outgoing?
2. Which advertisement(s) that offers the highest salary?
3. How many advertisements that require the employee to have their own properties?
4. If you apply for a mail carrier, how much salary will you get if you work for 25 days?
5. Which job that offers the salary depends on the work experience?
6. If you want to seek a job, which one do you want to apply?

LESSON PLAN

Identity	: SMA N 1 SRANDAKAN
Class/Semester	: X/ 2
Text Type	: Descriptive
Theme	: Job and Profession
Skill	: Listening
Time Allocation	: 2 x 45minutes (one meeting)

A. Standard Competence

Mendengarkan

8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk *narrative*, *descriptive*, dan *news item* sederhana dalam konteks kehidupan sehari-hari

B. Basic Competence

8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative*, *descriptive*, dan *news item*.

C. Objective

In the end of the lesson, the students can give response to descriptive text orally.

D. Indicators

The students can

1. Identify vocabularies used in describing job based on the audio correctly.
2. Identify the description about job correctly.
3. Identify picture of a job or profession.

E. MATERIALS

Descriptive Text

Spoken Text

Sarah : Hi Mike, long time no see. What do you do now?

Mike : I work as a doctor. What do you do Sarah?

Sarah : I am a teacher. What kind of job do you have?

Mike : I have a difficult job. I am responsible for examining the patients.
In the hospital, nurse will help me treating the patients. I also have to write a prescription for them. What about you Sarah?

Sarah : I have an interesting job. I work in the kindergarten. I teach the students to sing, read, and write. By the way, how many hours do you work?

Mike : I'm a doctor, it's a part time job. I only work in the morning.

Sarah : Oh. That sounds great. I work full time from 8 a.m to 3 p.m. It's a full day school.

Adapted from : www.betacollegeofenglish.com

Grammar

- Simple Present tense (work, am, have, sounds)
- I am responsible for + Ving
- I work as + N

Vocabulary

Verb : teach, examine, treat, write

Noun : Doctor, teacher, prescription,

Adj : interesting, difficult, responsible

Adv : full time, part time (can be adj)

F. TEACHING METHOD*4-Stages*

1. BKOF (Background Knowledge of the Field)
2. MOT (Modelling of the Text)
3. JCOT (Joint Construction of the Text)
4. ICOT (Independent Construction of The Text)

G. PROCEDURE

Teaching Step	Activities	Character Building
Pre-activities (5 minutes)	a. The teacher greets the students. b. The teacher checks the students' attendance. c. The teacher leads prayer to start the lesson.	Religious Discipline
Main Activities (75 minutes)	BKOF a. The teacher shows a picture of some profession. b. The students are asked to identify the picture and mention the name and the description one by one together. c. The teacher discusses the picture with the students. MOT a. The teacher plays an audio talking about job. b. The students listen to the audio and pay attention to what they heard. c. The teacher discusses the vocabularies and the important phrase. d. The teacher discusses the general structure in describing job. JCOT a. The students complete some jobs with the workplace in group. b. The teacher discusses the answer with the whole students. c. The teacher divides the students work into small group. d. The students do guessing-game activities.	Confident

	ICOT a. The students have to listen to the audio about job's description. b. The students choose the best picture based on the audio.	
Post-activities (10 minutes)	a. The teacher and the students conclude the lesson. b. The teacher and the students make a reflection of the lesson. c. The teacher gives feedback to the students. d. The teacher tells the topic for the next meeting.	

H. MEDIA

Media that are used in the teaching and learning process :

- a. Audio
- b. White board
- c. Pictures

I. ASSESSMENT

Indicator 1 : The students can identify vocabularies used in describing job based on the audio correctly.

Type : Written Assessment

Form : Gap Filling

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	10
Number of Question	10
Maximum score	100

Indicator 2 : The students can identify the description about job correctly.

Type : Written Assessment

Form : Picture

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	10
Number of Question	10
Maximum score	100

Indicator 3 : The students can identify picture of a job or profession.

Type : Written Assessment

Form : Picture

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	10
Number of Question	10
Maximum score	100

CHARACTER ASSESSMENT

Character	1	2	3	4	5
Confident					

J. REFERENCES

www.betacollegeofenglish.com

www.123listening.com

Srandakan, Maret 2014

Mengetahui

Guru Pembimbing

Mahasiswa Praktikan

Is Endri Akhzan, S.Pd

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NIP. 197703072008011009

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ACTIVITY 1**Listen to the audio and fill the blank using the word provided below!**

Sarah : Hi Mike, long time no see. (1) _____ now?

Mike : I work as a (2) _____. What do you do Sarah?

Sarah : I am a (3) _____. What kind of job do you have?

Mike : I have a (4) _____ job. I am (5) _____ for examining the patients. In the hospital, nurse will help me treating the patients. I also have to write a (6) _____ for them. What about you Sarah?

Sarah : I have an (7) _____ job. I work in the kindergarten. I (8) _____ the students to sing, read, and write. By the way, how many hours do you work?

Mike : I'm a doctor, it's a (9) _____ job. I only work in the morning.

Sarah : Oh. That sounds great. I work (10) _____ from 8 a.m to 3 p.m. It's a full day school.

Doctor

Responsible

Part time

Teacher

Difficult

What do you do

Interesting

Prescription

Teach

Full time

ACTIVITY 2**Write down the workplace of some jobs below in groups!**

Name of the Job	Work Place	Job Description
Author		Writes novel or book
Dentist		Treats people's teeth
Astronomer	Laboratorium	Studies astronomy
Carpenter	Furniture shop	Makes furniture
Butcher		Sells meat
Architect		Designs a building
Accountant		Counts and keeps record of money
Psychiatrist	Hospital	Treats people who have mental illness
Baker		Makes cake
Farmer		Grows up plants
Firefighter		Stops the fire
Judge	Court	Decides the criminals
Doctor		Examines patients
Mechanic	Garage	Repairs machine
Pilot		Flies airplane
Police Officer		Catches the burglar
Surgeon		Operates patients
Plumber	House	Repairs pipes
Teacher		Teaches the students
Nurse		Helps doctor in treating patients

ACTIVITY 3*Guessing game : Pictures of job*

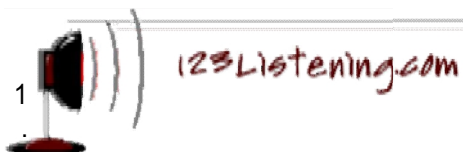
The teacher divides the students into 5 groups. Each group consists of four students. Each student in a group gets a picture. They have to guess the job by listening to their friends' description



ACTIVITY 4

Listen to the Audio and choose the best picture that represents the description!

Choose the Correct Picture



3. _____



5. _____



7. _____



9. _____



2. _____



4. _____



6. _____



8. _____



10. _____



LESSON PLAN

Identity	: SMA N 1 SRANDAKAN
Class/Semester	: X/ 2
Text Type	: Functional Text
Theme	: Find New Place
Skill	: Writing
Time Allocation	: 2 x 45minutes (one meeting)

A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

B. Basic Competence

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.

C. Objective

In the end of the lesson, the students can write an advertisement using appropriate language and gramatically correct.

D. Indicators

The students can


1. identify the components of advertisement correctly.
2. identify the vocabulary used in house advertisement correctly.
3. identify certain information about advertisement correctly.
4. write an advertisement using appropriate language.

E. MATERIALS

Functional Text

Written Text

*If you lived Here~
~You'd Be Home by Now*



Country Walker Apartments

For Rent:

- One-bedroom unit
- Eat-in kitchen
- \$600 per month
- Air conditioning, heat, and water included
- Unit has a single car garage
- Laundry facilities on site
- Pets are allowed

The apartment is close to a large shopping mall, community college and a train station.

For more information, call 555-9878

Parts

- Headline
- Subheads
- Bodycopy (description, price)
- Closing (contact)

Grammar

- Simple Present tense : S + V1 + O/C/Adv

- *Noun phrase* : single garage (N+N), small kitchen (Adj+N)

- *Close to*

Vocabulary

Noun : bedroom, kitchen, heat, garage, eat-in, etc

Adj : close, small, big,

F. TEACHING METHOD

4-Stages

1. BKO (Background Knowledge of the Field)
2. MOT (Modelling of the Text)
3. JCOT (Joint Construction of the Text)
4. ICOT (Independent Construction of The Text)

G. PROCEDURE

Teaching Step	Activities	Character Building
Pre-activities (5 minutes)	a. The teacher greets the students. b. The teacher checks the students'	Religious Discipline

	attendance. c. The teacher leads prayer to start the lesson.	
Main Activities (75 minutes)	<p>BKOF</p> <ul style="list-style-type: none"> a. The teacher do brainstorming by asking some questions related to advertisement and recalling the previous meetings about advertisement. b. The teacher elicits answer from the students. c. The teacher discusses the answer with the whole class. <p>MOT</p> <ul style="list-style-type: none"> a. The teacher shows an example of advertisement. b. The teacher asks the students to read the advertisement. c. The teacher discusses the content of the advertisement with the students. d. The teacher discusses the generic structure and social function of the advertisement with the whole students. e. The teacher discusses the sentence structure of advertisement with the whole class. f. The teacher discusses the related vocabulary and jargon with the students. <p>JCOT</p> <ul style="list-style-type: none"> a. The students identify components of advertisement in group. b. The students have peer correction 	Creative

	<p>(group) on it.</p> <p>c. The students write the name of the picture in pairs.</p> <p>d. The teacher discusses the answer with all the students.</p> <p>e. The students do information gaps activities.</p> <p>ICOT</p> <p>a. The students get a map of a house.</p> <p>b. The students design an advertisement based on the picture.</p>	
Post Activities (10 minutes)	<p>a. The teacher and the students conclude the lesson.</p> <p>b. The teacher and the students make a reflection of the lesson.</p> <p>c. The teacher gives feedback to the students.</p> <p>d. The teacher tells the topic for the next meeting.</p>	

H. MEDIA

Media that are used in the teaching and learning process :

- a. Picture
- b. White board

I. ASSESSMENT

Indicator 1 : The students can identify the components of advertisement correctly.

Type : Written Assessment

Form : Short Answer

Instrument : Picture

Rubric

Criteria	Score
Correct answer	20
Number of Question	5
Maximum score	100

Indicator 2 : The students can identify the vocabulary used in house advertisement correctly.

Type : Written Assessment

Form : Short Answer

Instrument : Picture

Rubric

Criteria	Score
Correct answer	10
Number of Question	8
Maximum score	80

Indicator 3 : The students can identify certain information about the advertisement correctly.

Type : Written Assessment

Form : Information-gap

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	10
Number of Question	12
Maximum score	120

Indicator 4 : The students can write an advertisement using appropriate language.

Type : Written Assessment

Form : Essay

Instrument : Picture

Rubric

ASPECT	DESCRIPTION	SCORE
Generic Structure	Complete and orderly text structure	5
	Complete but not orderly text structure	4
	Incomplete text structure	3
	Incorrect text structure	2
	Unstructured	1
Developing Ideas	Correct main idea, relevant supporting sentences	5
	Nearly relevant main idea and supporting sentences	4
	Less relevant main idea and supporting sentences	3
	Irrelevant main idea and supporting sentences	2
	No main idea	1
Accuracy (<i>grammar and vocabulary</i>)	Correct use of grammar and vocabulary	5
	Nearly correct use of grammar vocabulary	4
	Fairly correct use of grammar and vocabulary	3
	Poor use of grammar and vocabulary	2
	Incorrect use of grammar and vocabulary	1
Mechanics (<i>punctuation, writing style</i>)	Use of correct punctuation, good writing style	5
	Nearly correct use of punctuation, good writing style	4
	Fairly correct use of punctuation, fairly good writing style	3
	Fairly correct use of punctuation, fairly good writing style	2
	Poor use of punctuation, poor writing style	1
	Incorrect use of punctuation, bad writing style	1
SKOR MAKSIMAL		20

CHARACTER ASSESSMENT

Character	1	2	3	4	5
Creative					

J. REFERENCES

www.peters123.tripod.com

Srandakan, Maret 2014

Mengetahui

Guru Pembimbing

Mahasiswa Praktikan

Is Endri Akhzan, S.Pd

Nur Rahmawati

NIP. 197703072008011009

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ACTIVITY 1

Write the part of advertisement below!

For Sale By Owner - \$219,900 →**1020 6th St. West Dickinson, ND 58601 →**
Priced Right for a Quick Sale!

Stunning 3 bedroom, 2 bathroom ranch home. Perfect neighborhood only one block from schools and two parks. This open floorplan is move-in ready with an updated kitchen, all new flooring, updated bathrooms, built in cabinets, large closets, newly finished basement, security system, air conditioning, garage door opener and more. Gorgeous private fenced in backyard with shed, sprinkler system, large patio, garden, mature trees, and pristine landscaping. Garage includes workbench and built in cabinetry.

Property Type: Residential
Year Built: 1964
Total Sq ft: 1976
Bedrooms: 3

Bathrooms: 2
Garage Stall: 1
Basement: Finished
Lot Size: 7200

Visit: www.DickinsonHome.Blogspot.com
for more pictures and details! →

ACTIVITY 2

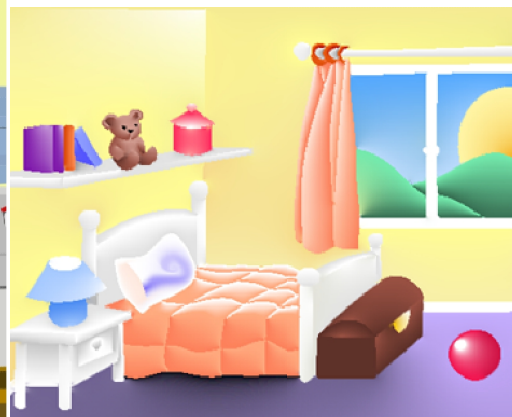
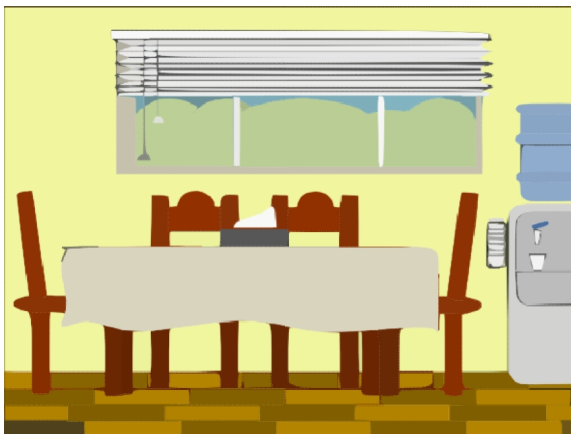
Write the name of some pictures (part of house) below!



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ACTIVITY 3

The teacher divides the class into two big groups. Every student gets one card, it can be *Advertisement card* or *information card*. A student has to stand to present what kind of apartment he/she has (ad card) or what kind of apartment they want (info card). When they found their partners, they should sit down together.

Advertisement Cards

<p>1 BR apt., 5 miles from town. Furnished. Immed. Occ. Lrge closets. Pets allowed. \$460/mo. Call 555-9195</p>	<p>ARBOR MEADOWS APTS: Minutes from down town, swimming pool, 1-2 bedrooms, laundry room. 555-8436</p>
<p>Furnished 2 BR, within easy walking distance of downtown. Spacious and bright with fireplace. Call 555-9876</p>	<p>STOP!! CHECK THIS OUT! Efficiency on bus route. \$450 a month, heat and air included. 555-8133</p>
<p>2 BR apt. All utilities except telephone provided. \$890 per month with one month security deposit. 3 months minimum lease. No smokers or pets. Parking provided. Call 555-9364</p>	<p>VERY CLEAN 1 BEDROOM APT. On bus route. Prefer non- smoker, nondrinker. No pets, please. \$500 a month plus deposit. Include utilities. 555-2183</p>

<p>LUXURY 1 BEDROOM. Five minutes from shopping center. Hardwood floors, free heat. \$650/ month. 555-7154</p>	<p>3 bedroom condo. Newly painted, quiet, top floor. Appliances. Available Aug. 16. \$790. Call Hope Management, 555-4590</p>
<p>FOUR BEDROOM HOUSE IN TOWN. Every appliance include. Carpeted, central air, gas heat, study, ceiling fans, garage with work space. \$1,500 per month. 555-8012</p>	<p>1,300-square-foot house at Colony Lake. 2 BR, 2 BA, plus patio. Fireplace. Dishwasher, washer, and dryer hookups. On bus line. Good schools. Great family neighborhood. \$850/ month. Available now. 555-5338</p>
<p>2 BEDROOM APARTMENT Large eat-in kitchen, washer, and dryer connections, 6 miles from town. Country living at its best. No pets. \$500 per month. 1 year lease. Call 753-9330</p>	<p>AVAILABLE NOW : Fully furnished, spacious downtown apartment. No parking. Balcony overlooking Main Street.</p>

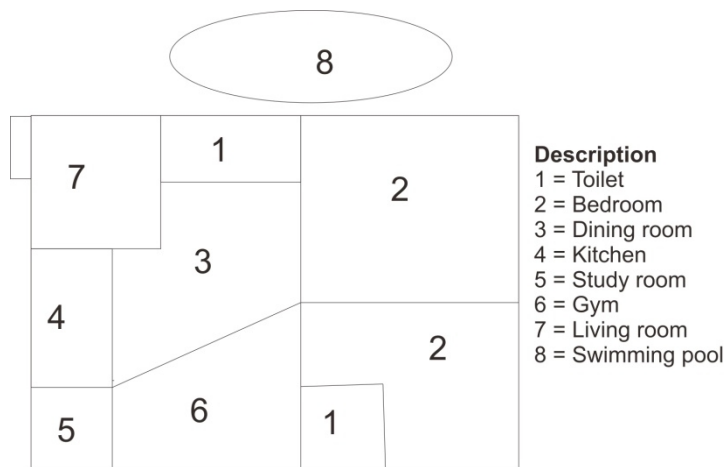
Information Cards

<p>I'm looking for a small apartment. I have a dog. I need to move right now.</p>	<p>I need a two bedroom apartment-near downtown. I like to swim.</p>
<p>My family needs a two bedroom apartment for two months. I work down town and we don't have a car.</p>	<p>I live alone and am looking for a small apartment. I can't pay more than \$450 a month. I take the bus to work.</p>
<p>We are looking for a two bedroom apartment. We don't smoke. We have a car. We will be staying here for 1 year.</p>	<p>I don't smoke or drink. I'm looking for a small apartment. I can pay a maximum of \$550 a month.</p>
<p>I work at the shopping center and prefer to walk to work. I can pay up to \$650 a month.</p>	<p>I'm looking for a quiet apartment. I don't have any appliances. I need to move in the middle of August.</p>

I'm looking for a four bedroom house with a garage and appliances. I can pay as much as \$1,500 per month.	I need two bedrooms and two bathrooms. I'd like a patio so my children can play outside. It must be near good schools and a bus line.
I need a two bedroom apartment. I like to live outside of town. I have my own washer and dryer.	I don't have a car. I want to live downtown. I'd like to have a balcony for my plants.

ACTIVITY 4

Please design an advertisement based on the picture below!



LESSON PLAN

Identity	: SMA N 1 SRANDAKAN
Class/Semester	: X/ 2
Text Type	: Descriptive
Theme	: My Living Room
Skill	: Writing
Time Allocation	: 2 x 45minutes (one meeting)

A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari.

B. Basic Competence

12. 2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

C. Objective

In the end of the lesson, the students can write a descriptive text based on the theme using appropriate language.

D. Indicators

The students can

1. identify the generic strucure of descriptive text correctly.
2. identify the pictures and vocabularies related to the text correctly.
3. identify the prepositions used in descriptive text correctly.
4. identify parts of the living room correctly.
5. write a descriptive text using appropriate language.

E. MATERIALS

Have a look at my living room!



www.en.islcollective.com

Descriptive Text

Written Text

My living room is very spacious and bright. I keep it clean and tidy because it is my favourite room in the house.

Its walls are blue and the floor is salmon. On the floor, in the centre, there is a big blue carpet. On it I have my two sofas, the coffee table and a stool. There is also a small round table where I sometimes put the book I am reading. I enjoy reading so there is a bookshelf with many books in it. On the bookshelf there is a vase with a small plant and an old clock. On one corner of the living room there is a big plant in a vase.

The living room is very warm in winter because it has got a fireplace. Above it there are some pictures. Next to the fireplace there is a round table with a table lamp on it.

There are four windows and two of them have got lovely violet curtains I made myself. I like to read and have a rest in my living room. It's warm and cozy.

Parts

- Identification (the general information)
- Description (the details of what is being described)

Grammar

Simple present tense

1. My living room is very spacious and bright.
2. Its walls are blue.
3. I have my two sofas.
4. It's warm and cozy.

Vocabulary

Noun : stool, bookshelf, floor.
 Adj : warm, spacious, bright, big
 Prep : next to, in the centre, between

F. TEACHING METHOD

4-Stages

1. BKOF (Background Knowledge of the Field)
2. MOT (Modelling of the Text)
3. JCOT (Joint Construction of the Text)
4. ICOT (Independent Construction of The Text)

G. PROCEDURE

Teaching Step	Activities	Character Building
Pre-activities (5 minutes)	a. The teacher greets the students. b. The teacher checks the students' attendance. c. The teacher leads prayer to start the lesson.	Religious Discipline
Main Activities (75 minutes)	BKOF a. The teacher do brainstorming by asking some questions related to the previous materials about advertisement. b. The teacher elicits answer from the students. c. The teacher discusses the answer with the whole class. MOT a. The teacher shows an example of descriptive text. b. The teacher asks the students to read the text. c. The teacher shows a picture related to the text. d. The teacher relates the picture with the text and asked the students to identify the picture based on the text.	Carefulness

	<ul style="list-style-type: none"> e. The teacher discusses the content of the text with the students. f. The students identify the generic structure and social function of the text with the whole students. g. The teacher discusses the sentence structure of advertisement with the whole class. h. The teacher discusses the related vocabulary and jargon with the students. <p>JCOT</p> <ul style="list-style-type: none"> a. The students work in group to identify the name of some things in the living room. b. The students work in pair to fill in the blank using correct prepositions. c. The students work in pair and doing information gaps activities. The students have to listen to their friends description and draw a picture. d. The students do peer correction. <p>ICOT</p> <ul style="list-style-type: none"> a. The students write a description of the picture being drew. 	
Post Activities (10 minutes)	<ul style="list-style-type: none"> a. The teacher and the students conclude the lesson. b. The teacher and the students make a reflection of the lesson. c. The teacher gives feedback to the students. d. The teacher tells the topic for the next meeting. 	

H. MEDIA

Media that are used in the teaching and learning process :

- a. Picture
- b. White board

I. ASSESSMENT

Indicator 1 : The students can identify the generic structure of descriptive text correctly.

Type : Written Assessment

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	10
Number of Question	3
Maximum score	100

Indicator 2 :The students can identify the pictures and vocabularies related to the text correctly.

Type : Written Assessment

Form : Matching activities

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	10
Number of Question	17
Maximum score	170

Indicator 3 : The students can identify the prepositions used in descriptive text correctly.

Type : Written Assessment

Form : Gap-filling

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	10
Number of Question	10
Maximum score	100

Indicator 4 : The can students identify parts of the living room correctly.

Type : Written Assessment

Form : Information-gaps (Listen and Draw)

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	10
Number of Question	10
Maximum score	100

Indicator 4 : The students can write a dscriptive text using appropriate language.

Type : Written Assessment

Form : Essay

Instrument : Workheet

Rubric

ASPECT	DESCRIPTION	SCORE
Generic Structure	Complete and orderly text structure	5
	Complete but not orderly text structure	4
	Incomplete text structure	3
	Incorrect text structure	2
	Unstructured	1
Developing	Correct main idea, relevant supporting sentences	5

Ideas	Nearly relevant main idea and supporting sentences	4
	Less relevant main idea and supporting sentences	3
	Irrelevant main idea and supporting sentences	2
	No main idea	1
Accuracy (<i>grammar and vocabulary</i>)	Correct use of grammar and vocabulary	5
	Nearly correct use of grammar vocabulary	4
	Fairly correct use of grammar and vocabulary	3
	Poor use of grammar and vocabulary	2
	Incorrect use of grammar and vocabulary	1
Mechanics (<i>punctuation, writing style</i>)	Use of correct punctuation, good writing style	5
	Nearly correct use of punctuation, good writing style	4
	Fairly correct use of punctuation, fairly good writing style	3
	Poor use of punctuation, poor writing style	2
	Incorrect use of punctuation, bad writing style	1
MAXIMUM SCORE		20

CHARACTER ASSESSMENT

Character	1	2	3	4	5
Carefulness					

J. REFERENCES

www.vectorstock.com

www.en.islcollective.com

www.arthangers.com

www.123rf.com

www.10ravens.com

www.clker.com

<http://dmwiki.reedschools.org/>

Srandakan, Maret 2014

Mengetahui

Guru Pembimbing

Mahasiswa Praktikan

Is Endri Akhzan, S.Pd

Nur Rahmawati

NIP. 197703072008011009

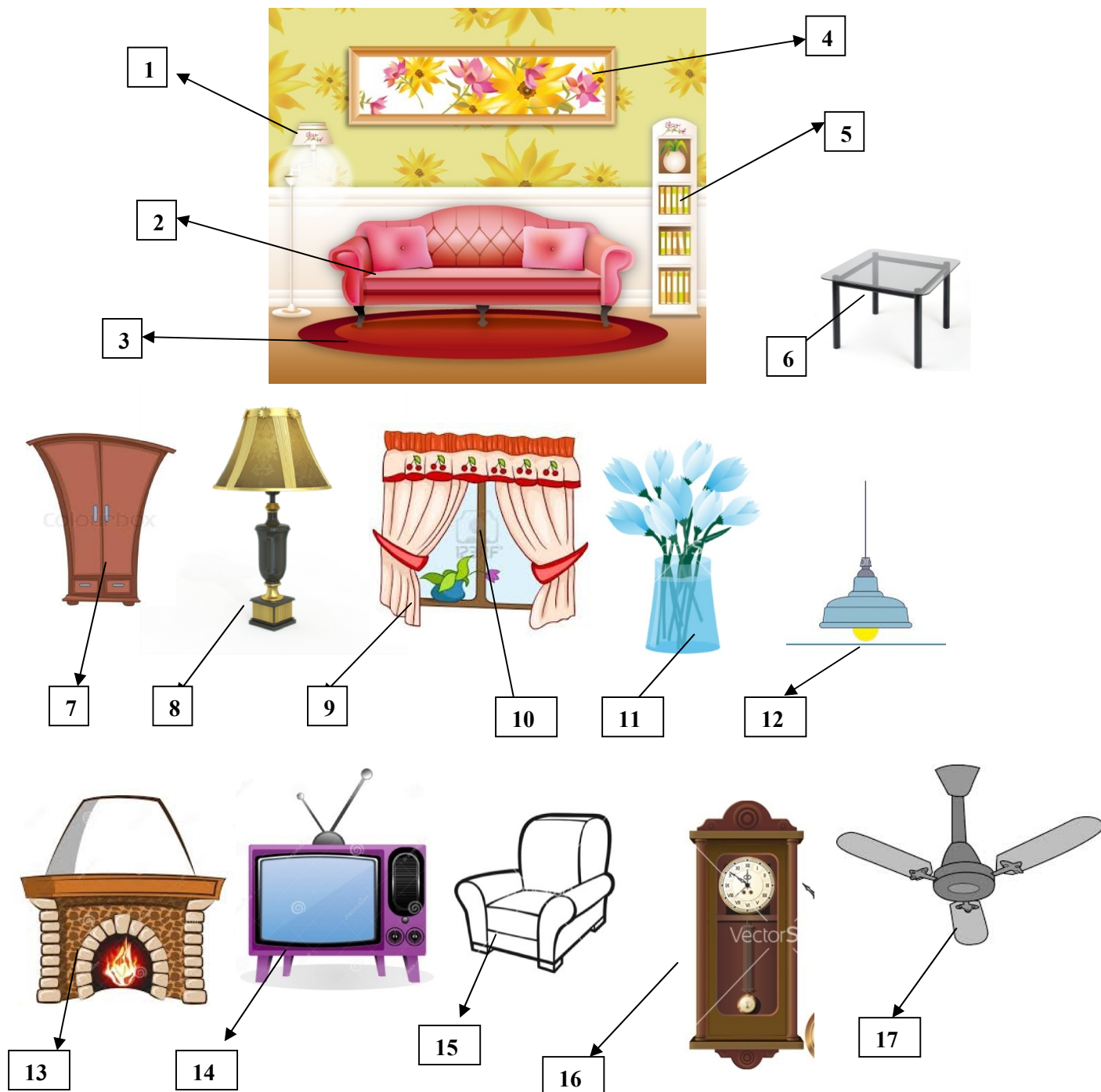
NIM. 10202244004

ACTIVITY 1**Write the generic structure of descriptive text below!**

My favorite place is my living room. It is a place I like to go and hang out there.	
If you enter the front door, it is the living room. You can see three chairs and a table on the left side, and in the corner you can see a stand lamp. There are two pictures hanging on the wall behind the chairs. On the right side you can see a big window. My video games are also there. I love my video games. I have an Xbox, (which I play the most) and a medium sized TV. Whenever someone comes over, they are always in the living room because it is the biggest room in our house. It is like the living room is a black hole that sucks everybody into it. There are 2 couches in front of the television. I like the bigger one because that is where I sit to do my video games. It is also very soft and I like sitting on it. The big couch is the best place that I can show someone something.	
Our living room is also the key to any other room. What I mean by that is, from the living room, you can go to any other room in the house: the kitchen, my room, my mom and dad's room, the bathroom and the front door. I always share my problem with my parents in this room. So, the living room is very important for me and become my favorite room.	

ACTIVITY 2

Match the name of some things below with the words provided!



Television	Armchair	Sofa
Pictures	Ceiling fan	Stand lamp
Vase	Table lamp	Curtains
Book shelf	Rug	Cupboard
Window	Ceiling lamp	Fireplace
Clock		Coffee table

ACTIVITY 3

Fill in the blank based on the pictures provided using the best preposition!



1. There is a picture hanging the wall.
2. The sofa is the stand lamp and the bookshelf.
3. There is a rug the floor.
4. There is a stand lamp the sofa.



5. There is a table lamp..... the table.
6. There is a table the armchair.
7. There is a picture the sofa.
8. There is a vase table.
9. The flowers the vase look very fresh.

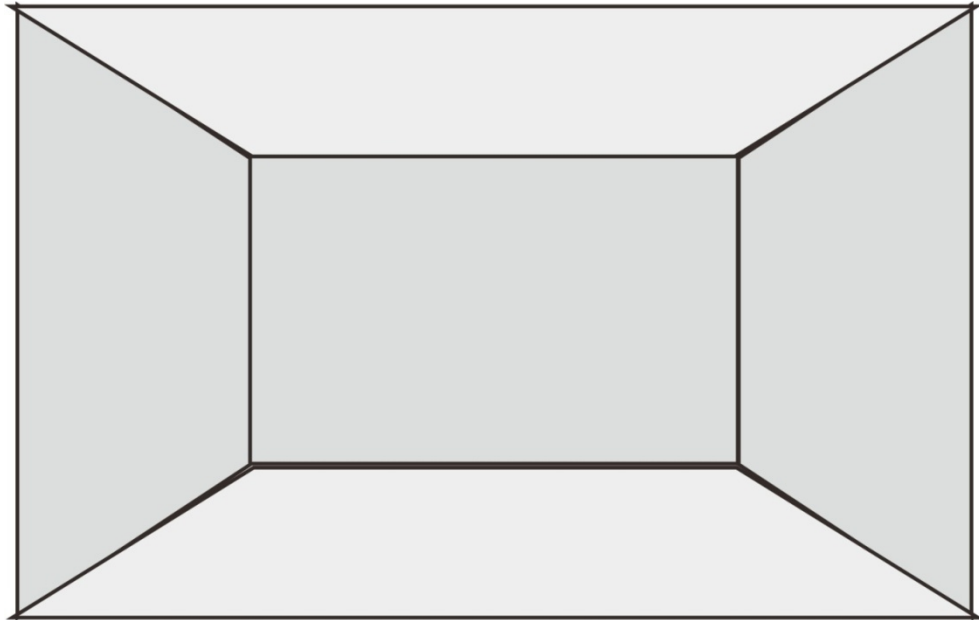


10. There is a lamp the ceiling.

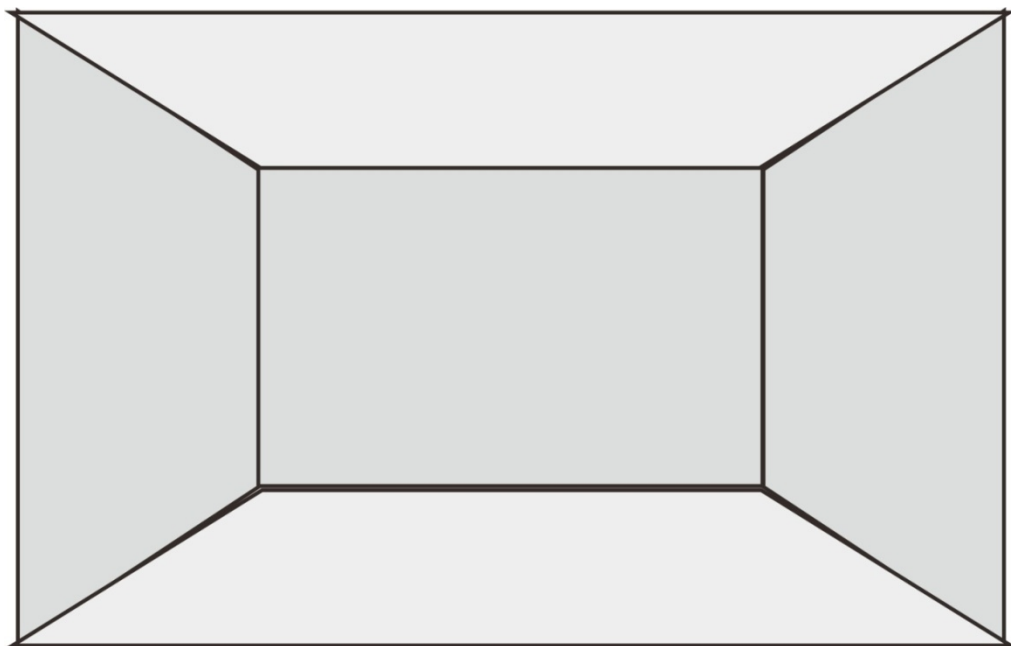
Next to	Beside	On
In	Corner	Between
Behind	In front of	Above
Below	Near	Opposite

ACTIVITY 4

Listen to your friend's description about his/her living room and try to draw it on your paper!

**ACTIVITY 4**

Listen to your friend's description about his/her living room and try to draw it on your paper!



ACTIVITY 5

Please write the description of your friend's living room!

(Title)

(Identification)

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(Description).....

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LESSON PLAN

Identity	: SMA N 1 SRANDAKAN
Class/Semester	: X/ 2
Text Type	: News Item
Theme	: Teenage Crime
Skill	: Speaking
Time Allocation	: 2 x 45minutes (one meeting)

A. Standard Competence

Berbicara

10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

B. Basic Competence

10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *descriptive*, dan *news item*

C. Objective

In the end of the lesson, the students present news item text orally.

D. Indicators

The students can

1. Identify the generic structure of news item text correctly.
2. Identify vocabularies used in news item text correctly.
3. Identify the pronunciation of some vocabularies correctly.
4. Identify the content of news item text orally.

E. MATERIALS

NEWS ITEM

Spoken Text

Teenage Lovers Implicated in Green-Eyed Murder of Ex-Girlfriend

Mar 07, 2014

Jakarta. The bruised body of a teenage girl was found on the side of the Outer Ring Road Wednesday morning, a wad of newspaper stuffed down her throat, in what police believe to be a gruesome homicide committed by a jilted lover and his new girlfriend.

Bekasi Police arrested Ahmad Imam Al Hafid and his girlfriend Assyifa Anggraini in connection with the murder of 19-year-old Bunda Mulia University freshman Ade Sarah Angelina Suroto. Hafid was arrested Thursday afternoon as he attempted to pay his respects to his deceased ex-girlfriend at a Central Jakarta hospital. His girlfriend was arrested an hour later, police said.

Social function news item: To inform readers or listeners about events of the day which are considered newsworthy or important.

Generic structure news item:

1. News worthy event (tells the event in a summary form)
2. Background events (elaborate what happened, tell what caused the incident)
3. Sources (comments by participants, witnesses, authorities and experts involved in the event)

Language features news item:

- Information on the use of headlines.
- Use of action verbs(hit, attack)
- Use of saying verbs(said, added, claimed)
- Use of passive sentences (Was arrested)

Vocabularies

- **Noun** : murder, hour, homicide
- **Adjective** : gruesome, terrible, dangerous
- **Verb** : attempted, murdered, arrested, committed

- **Adverb** : later, an hour ago

F. TEACHING METHOD

4-Stages

1. BKOF (Background Knowledge of the Field)
2. MOT (Modelling of the Text)
3. JCOT (Joint Construction of the Text)
4. ICOT (Independent Construction of The Text)

G. PROCEDURE

Teaching Step	Activities	Character Building
Pre-activities (5 minutes)	<ol style="list-style-type: none"> a. The teacher greets the students. b. The teacher checks the students' attendance. c. The teacher leads prayer to start the lesson. 	Religious Discipline
Main Activities (75 minutes)	<p>BKOF</p> <ol style="list-style-type: none"> a. The teacher asks some questions related to news. b. The teacher elicits answer from the students. c. The teacher discusses the answer with the whole class. <p>MOT</p> <ol style="list-style-type: none"> a. The teacher plays an audio about news. b. The students listen to the audio and pay attention to what they heard. c. The teacher discusses the vocabularies and the important phrase. 	Confident

	<p>d. The teacher discusses the general structure in news item.</p> <p>JCOT</p> <p>a. The students do information-gap activity in pairs.</p> <p>b. The teacher discusses the answer with the whole students.</p> <p>c. The students listen to audio and fill the gaps in pairs.</p> <p>d. The students do peer correction.</p> <p>e. The students find the meaning of some vocabularies in pairs.</p> <p>f. The students practice pronunciation.</p> <p>ICOT</p> <p>a. The students act as news reporter in front of the class individually.</p>	
Post-activities (10 minutes)	<p>a. The teacher and the students conclude the lesson.</p> <p>b. The teacher and the students make a reflection of the lesson.</p> <p>c. The teacher gives feedback to the students.</p> <p>d. The teacher tells the topic for the next meeting.</p>	

H. MEDIA

Media that are used in the teaching and learning process :

- a. Audio
- b. White board

I. ASSESSMENT

Indicator 1 : The students can identify the generic structure of news item text correctly.

Type : Written Assessment

Form : Information Gap

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	25
Number of Question	4
Maximum score	100

Indicator 2 : The students can identify vocabularies used in news item text correctly.

Type : Written Assessment

Form : Gap-filling

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	10
Number of Question	10
Maximum score	100

Indicator 3 : The students can pronounce some vocabularies correctly.

Type : Written Assessment

Form : Picture

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	10

Number of Question	10
Maximum score	100

Indicator 4 : The students can identify the content of news item text orally.

Type : Oral Assessment

Form : Read aloud

Instrument : Text

Rubric

	Very Good (4)	Good (3)	Average (2)	Poor (1)	Score
Volume	Volume varies as text changes	Volume is appropriate and consistent	A little too soft/loud	Can't hear the reading, or it's way too loud	
Pronunciation	Very few mistakes are made (1-3 mistakes)	Some mistakes are made (4-6 mistakes)	Regularly makes mistakes (7 – 10 mistakes)	Too many mistakes (12 or more mistakes)	
Delivery	Delivers in confident way	Delivers in confident way	Delivers in an uncertain way	Delivers with no confidence	
Attitude	uses facial expressions and gestures most of the time	sometimes uses facial expressions and gestures	uses facial expressions and gestures few times	doesn't use facial expression and gestures	
Fluency	No hesitation, does not need to search for words	Some hesitation, has to search for words (1 or 2 times)	Hesitates frequently, often to search for words (3 or 4 times)	Extremely hesitant, search for words most of the time (more than 5 times)	
Maximum Score					20

CHARACTER ASSESSMENT

Character	1	2	3	4	5
Confident					

J. REFERENCES

www.thejakartapost.com

Srandakan, Maret 2014

Mengetahui

Guru Pembimbing

Mahasiswa Praktikan

Is Endri Akhzan, S.Pd

NIP. 197703072008011009

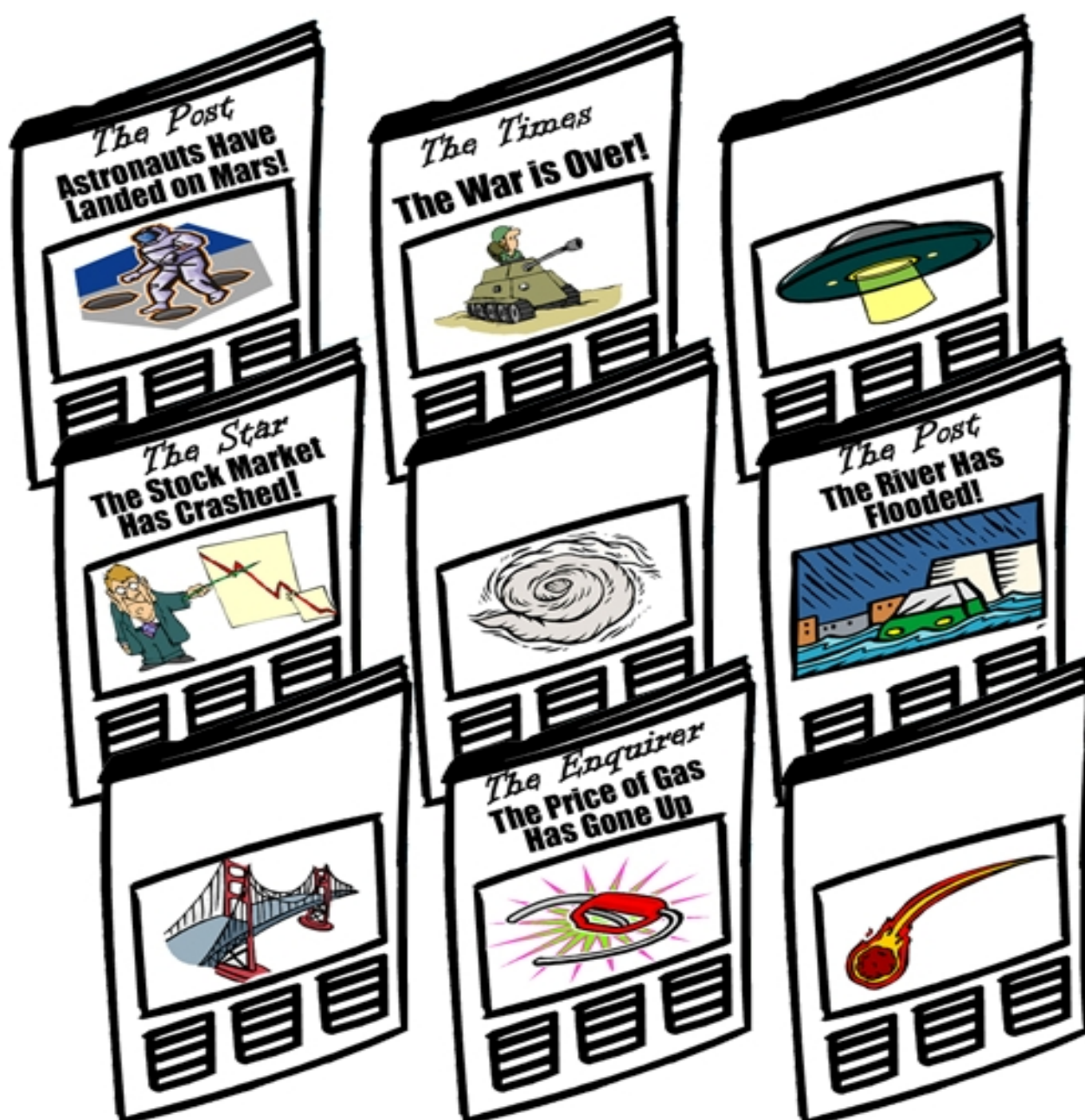
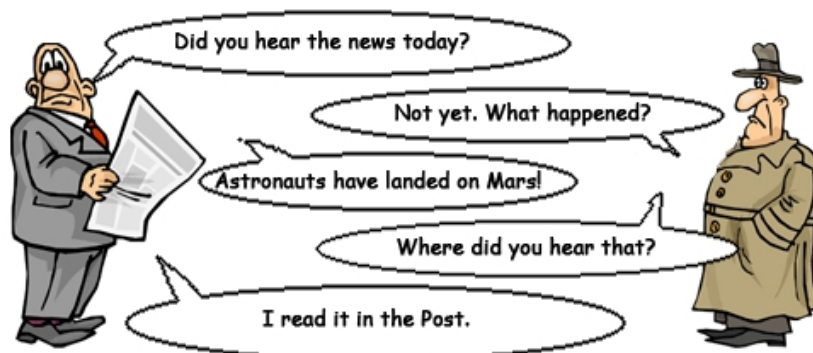
Nur Rahmawati

NIM. 10202244004

ACTIVITY 1

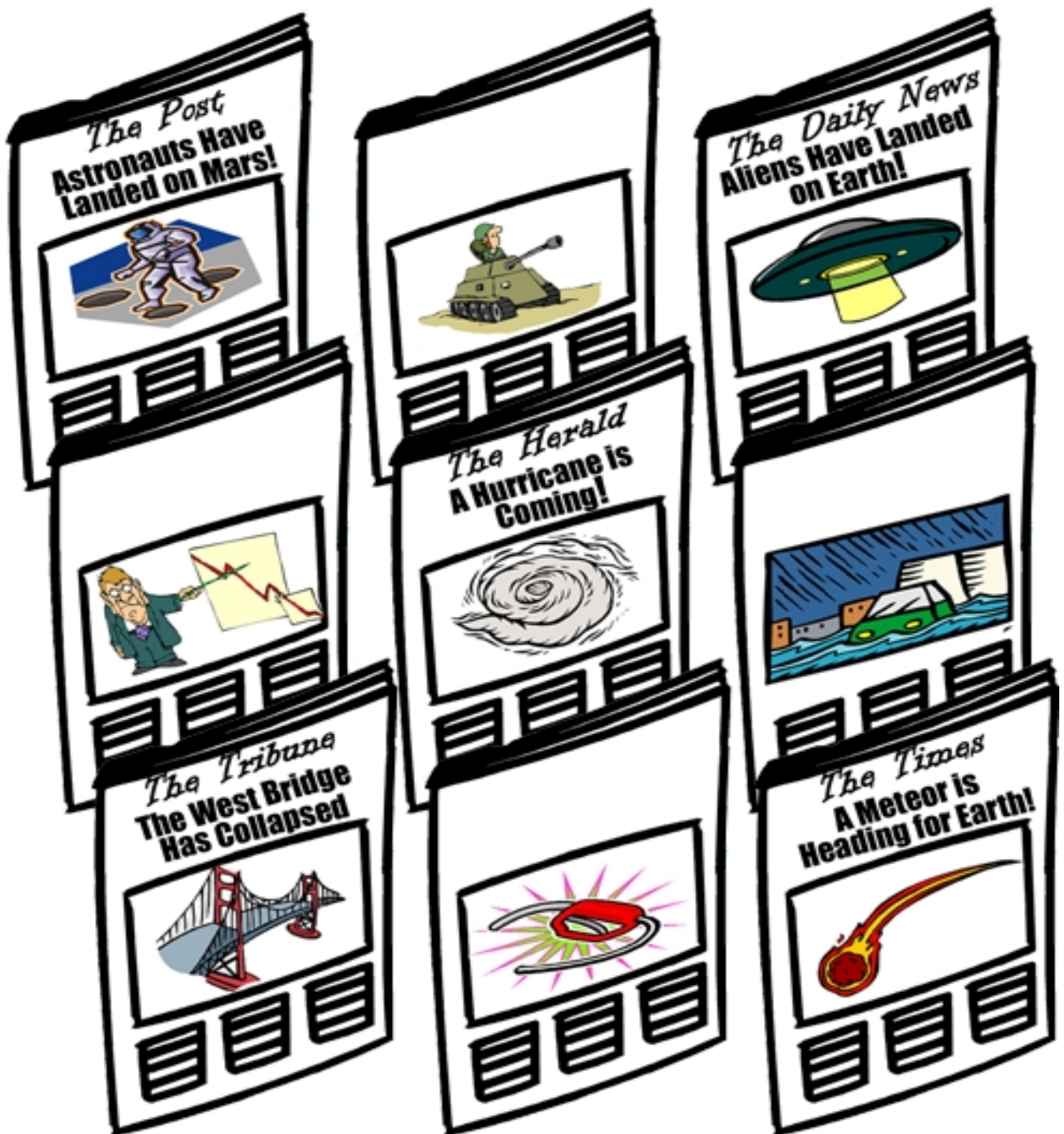
A Sheet Did You Hear the News?

Share the news with your partner using this conversation as a guide. Write the headlines and the name of the newspaper.



• B Sheet Did You Hear the News?

Share the news with your partner using this conversation as a guide. Write the headlines and the name of the newspaper.



ACTIVITY 2

Complete the following news by listening to the audio!

The (1) body of a (2) girl was found on the side of the Outer Ring Road Wednesday morning, a (3) of newspaper stuffed down her throat, in what police believe to be a gruesome homicide (4) by a jilted lover and his new (5)
Bekasi Police (6) Ahmad Imam Al Hafid and his girlfriend Assyifa Anggraini in connection with the (7) of 19-year-old Bunda Mulia University freshman Ade Sarah Angelina Suroto. Hafid was arrested (8) afternoon as he (9) to pay his (10) to his deceased ex-girlfriend at a Central Jakarta hospital. His girlfriend was arrested an hour later, police said.

Adapted from Jakarta Post Mar 07, 2014

bruised	committed	attempted
teenage	girlfriend	Thursday
respects		
wad	arrested	murder

ACTIVITY 3

Find the meaning and pronounce some words below!

No	Words	Pronunciation	Word Class	Meaning
1.	Bruised	/bru:zd/	Adjective	
2.	Teenage	/'ti:n.eɪdʒ/	Adjective	
3.	Homicide	/'hɒm.ɪ.sɑɪd/	Noun	
4.	Committed	/kə'mɪt.ɪd/	Verb	
5.	Jilted	/'dʒɪl.tɪd/	Adjective	
6.	Murder	/'mɜ:.də r/	Noun	
7.	Arrested	/ə'rest.ɪd/	Verb	
8.	Deceased	/dɪ'si:st/	Adjective	
9.	Gruesome	/'gru:.səm/	Adjective	
10.	Attempted	/ə'tem p. tɪd/	Adjective	

ACTIVITY 4

Act as a reporter and try to report the news below in front of the class!

Good morning/ afternoon/ evening everybody.

Welcome back to News with me

Today's news is about (Title)

Teenage Lovers Implicated in Green-Eyed Murder of Ex-Girlfriend

The bruised body of a teenage girl was found on the side of the Outer Ring Road Wednesday morning, a wad of newspaper stuffed down her throat, in what police believe to be a gruesome homicide committed by a jilted lover and his new girlfriend.

Bekasi Police arrested Ahmad Imam Al Hafid and his girlfriend Assyifa Anggraini in connection with the murder of 19-year-old Bunda Mulia University freshman Ade Sarah Angelina Suroto. Hafid was arrested Thursday afternoon as he attempted to pay his respects to his deceased ex-girlfriend at a Central Jakarta hospital. His girlfriend was arrested an hour later, police said.

LESSON PLAN

Identity	: SMA N 1 SRANDAKAN
Class/Semester	: X/ 2
Text Type	: News Item
Theme	: HIV and Aids
Skill	: Listening
Time Allocation	: 2 x 45minutes (one meeting)

A. Standard Competence

8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk *narrative*, *descriptive*, dan *news item* sederhana dalam konteks kehidupan sehari-hari.

B. Basic Competence

8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative*, *descriptive*, dan *news item*.

C. Objective

In the end of the lesson, the students can identify the use of some words in news item text.

D. Indicators

The students can

1. Identify generic structure of news item text correctly.
2. Identify vocabularies used in news item text correctly.
3. Identify the content of news item text correctly.
4. Identify the use of some words in news item text correctly.

E. MATERIALS

NEWS ITEM

Spoken Text

US REPORTS RARE CASE OF WOMAN-TO-WOMAN HIV TRANSMISSION

A rare case of suspected HIV transmission from one woman to another was reported Thursday by US health authorities.

The CDC said that the 46-year-old woman "likely acquired" human immunodeficiency virus while in a monogamous relationship with an HIV-positive female partner in Texas.

The woman, whose name was not released, had engaged in heterosexual relationships in the past, but not in the 10 years prior to her HIV infection.

Her HIV-positive partner, a 43-year-old woman who first tested positive in 2008, was her only sexual partner in the six months leading up to the test that came back positive for HIV.

She did not report any other risk factors for acquiring the virus that causes AIDS, such as injection drug use, organ transplant, tattoos, acupuncture or unprotected sex with multiple partners.

The CDC said in its weekly report that the strain of HIV with which she was infected was a 98 percent genetic match to her partner's.

Authorities first learned of the case in August 2012 from the Houston Department of Health.

The couple said they had not received any counseling about safe sex practices, and reported that they routinely had sex without barrier methods.

<http://news.yahoo.com/>

Social function news item: To inform readers or listeners about events of the day which are considered newsworthy or important.

Generic structure news item:

1. News worthy event (tells the event in a summary form)
2. Background events (elaborate what happened, tell what caused the incident)
3. Sources (comments by participants, witnesses, authorities and experts involved in the event)

Language features news item:

- Information on the use of headlines.
- Use of action verbs (received, reported)
- Use of saying verbs(said, added, claimed)
- Use of passive sentences (was reported)

Vocabularies

- **Noun** : practice, methods, couple
- **Adjective** : safe, unprotected
- **Verb** : said, reported, engaged, received
- **Adverb** : in the past
-

F. TEACHING METHOD

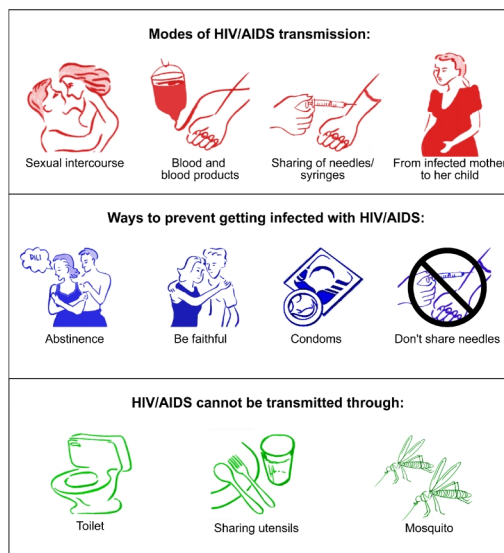
4-Stages

1. BKOF (Background Knowledge of the Field)
2. MOT (Modelling of the Text)
3. JCOT (Joint Construction of the Text)
4. ICOT (Independent Construction of The Text)

G. PROCEDURE

Teaching Step	Activities	Character Building
Pre-activities (5 minutes)	a. The teacher greets the students. b. The teacher checks the students' attendance. c. The teacher leads prayer to start the lesson.	Religious Discipline
Main Activities (75 minutes)	BKOF a. The teacher shows a picture related to HIV and AIDS	Carefulness

Basic Facts about HIV/AIDS



- b. The teacher elicits response from the students.
- c. The teacher discusses the answer with the whole class.

MOT

- a. The teacher plays an audio about news.
- b. The students listen to the audio and pay attention to what they heard.
- c. The teacher discusses the vocabularies and the important phrase.
- d. The teacher discusses the general structure in news item.

JCOT

- a. The students pronounce some vocabularies together (whole class).
- b. The students find the meaning of some vocabularies in pairs.
- c. The students do information gap activity

	<p>in group of three.</p> <p>d. The students do peer correction.</p> <p>ICOT</p> <p>a. The students listen to the audio and fill in the blanks using words provided.</p>	
Post-activities (10 minutes)	<p>a. The teacher and the students conclude the lesson.</p> <p>b. The teacher and the students make a reflection of the lesson.</p> <p>c. The teacher gives feedback to the students.</p> <p>d. The teacher tells the topic for the next meeting.</p>	

H. MEDIA

Media that are used in the teaching and learning process :

- a. Audio
- b. White board
- c. Pictures

I. ASSESSMENT

Indicator 1 : The students can identify the generic structure of news item text correctly.

Type : Written Assessment

Form : Essay

Instrument : Text

Rubric

Criteria	Score
Correct answer	25

Number of Question	4
Maximum score	100

Indicator 2 : The students can identify vocabularies used in news item text correctly.

Type : Written Assessment

Form : Short Answer

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	10
Number of Question	10
Maximum score	100

Indicator 3 : The students can identify the content of news item text correctly.

Type : Written Assessment

Form : Information Gap

Instrument : Worksheet

Rubric

Criteria	Score
Correct answer	25
Number of Question	3
Maximum score	75

Indicator 4 : The students can identify the use of some words in news item text correctly.

Type : Written Assessment

Form : Fill in the Blank

Instrument : Audio

Rubric

Criteria	Score
Correct answer	10
Number of Question	10
Maximum score	100

CHARACTER ASSESSMENT

Character	1	2	3	4	5
Carefulness					

J. REFERENCES

www.news.yahoo.com

www.thejakartapost.com

Srandakan, Maret 2014

Mengetahui

Guru Pembimbing

Mahasiswa Praktikan

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Nur Rahmawati

NIM. 10202244004

ACTIVITY 1

US REPORTS RARE CASE OF WOMAN-TO-WOMAN HIV TRANSMISSION

A rare case of suspected HIV transmission from one woman to another was reported Thursday by US health authorities.

The CDC said that the 46-year-old woman "likely acquired" human immunodeficiency virus while in a monogamous relationship with an HIV-positive female partner in Texas.

The woman, whose name was not released, had engaged in heterosexual relationships in the past, but not in the 10 years prior to her HIV infection.

Her HIV-positive partner, a 43-year-old woman who first tested positive in 2008, was her only sexual partner in the six months leading up to the test that came back positive for HIV.

She did not report any other risk factors for acquiring the virus that causes AIDS, such as injection drug use, organ transplant, tattoos, acupuncture or unprotected sex with multiple partners.

The CDC said in its weekly report that the strain of HIV with which she was infected was a 98 percent genetic match to her partner's. Authorities first learned of the case in August 2012 from the Houston Department of Health.

The couple said they had not received any counseling about safe sex practices, and reported that they routinely had sex without barrier methods.

<http://news.yahoo.com/>

ACTIVITY 2

Find the meaning of some vocabularies below then pronounce it!

No	Words	Pronunciation	Word Class	Meaning
1.	Treated	/tri:t.ɪd/	Verb	
2.	Critical	/'krɪt.ɪ.k ə l/	Adjective	
3.	-owned	/-əʊnd/	Suffix	
4.	Denied	/dɪ'naɪd/	Verb	
5.	Treatment	/'tri:t.mənt/	Noun	
6.	Neighborhood	/'nei.bə.hʊd/	Noun	

7.	Subdistrict	/sʌb.dɪs.trɪkt/	Noun	
8.	Orphan	/'ɔː.fən/	Noun	
9.	Registered	/'redʒ.ɪ.stəd/	Verb	
10.	Healthcare	/'helθ.keə r /	Noun	

ACTIVITY 3

Complete the following news by listening to the your pairs!

SHEET A

CHILDREN WITH HIV/AIDS DENIED BY HOSPITALS

Two of three children with HIV/AIDS in Tanah Sereal, Tambora, had to be treated at house while the other child, a 6-year-old, who was in critical condition was treated at the city-owned hospital in Cengkareng, West Jakarta.

Women from a neighborhood in the subdistrict took the three children to the city-owned hospitals as they were orphans and had no one to take care of them, but the first two were denied as they were not registered with the free healthcare program (KJS).

SHEET B

CHILDREN WITH HIV/AIDS DENIED BY HOSPITALS

The first two, a 12-year-old and a 4-year-old, were taken back home on Tuesday after they were denied treatment at Cengkareng Hospital and Tarakan General Hospital in Central Jakarta.

Women from a neighborhood in the subdistrict took the three children to the city-owned hospitals as they were orphans and had no one to take care of them, but the first two were denied as they were not registered with the free healthcare program (KJS).

SHEET C

CHILDREN WITH HIV/AIDS DENIED BY HOSPITALS

Two of three children with HIV/AIDS in Tanah Sereal, Tambora, had to be treated at house while the other child, a 6-year-old, who was in critical condition was treated at the city-owned hospital in Cengkareng, West Jakarta.

The first two, a 12-year-old and a 4-year-old, were taken back home on Tuesday after they were denied treatment at Cengkareng Hospital and Tarakan General Hospital in Central Jakarta.

ACTIVITY 4

Listen to the audio and complete the passage of news item below!

Therapy	Residents	Transmission	Voluntary	Community
Services	Cards	Intravenous	Scheme	Treatment

Free health care for people with HIV, AIDS

Jakarta Health Agency is ready to provide free health (1) for people with HIV and AIDS in (2) health centers and hospitals across the city, part of the newly launched Jakarta Health Card (3)

The agency's program manager for HIV/AIDS prevention and (4) , Dicky Alsidik, said on Friday that the city administration would cover all expenses of all HIV/AIDS-related medical services including (5) counseling and testing, methadone (6) and prevention of mother-to-child transmission.

In November, Jokowi launched the Jakarta Health Card to allow city (7) access free medical services at community health centers and hospitals. By 2013, about 4.7 million Jakartans are expected to hold the (8) There have been at least 6,300 AIDS cases and 20,000 HIV cases in total since 1987.

In the central and southern part of Jakarta, HIV transmission is mainly from (9) drug uses, while in eastern, western and northern part of the capital, (10) is mostly through unprotected sex.

www.thejakartapost.com

(December 08 2012)

APPENDICES

C. Interview Script

Interview 1 (Observation)

Date : February 27th, 2014

Time : 10.15 – 10.18

Place : In front of X2 class

R : Researcher

S : Student (Agung)

R : Lagi mau istirahat ya dik. Dik Agung ya. Miss boleh tanya – tanya sebentar gak tentang pelajaran bahasa Inggris di kelas? *(Do you want to have a break? Agung, right? May I ask you about the English class?)*

S : Ya miss. Gimana? *(Yes. What is the question?)*

R : Biasanya saat pelajaran bahasa Inggris kegiatannya ngapain aja? *(What are the activities in English class?)*

S : Biasanya ya...ngerjain tugas. *(We usually do some tasks)*

R : Pakai LKS atau buku? *(Using LKS or book?)*

S : Ya sering buku paket, kadang lembaran – lembaran gitu. *(Often using book, sometimes using such sheets)*

R : Oh..maksudnya worksheet. *(Oh, do you mean worksheet?)*

S : Iya miss. *(Yes Miss)*

R : Seneng gak sih belajar bahasa Inggris? *(Do you like learning English)*

S : Seneng sih, tapi kalo ngartiin susah. *(Actually I like learning English, but it is difficult to find the meaning).*

R : Oh..gitu. Di kelas sering bekerja secara kelompok tidak? *(Oh..Does the teacher give group work activities in the class?)*

S : Ya,...jarang sih, biasanya cuma menerangkan. *(Rarely I think. He always explains the materials)*

R : Kalau kerja kelompok gitu suka gak? *(Do you like working in group?)*

S : Ya suka, tapi kadang yang ngerjain beberapa, yang lain ngobrol atau main. *(Yes, I like it. But sometimes only some students do the task, the others not)*

R : Sering tanya sama pak Is gak kalau tidak paham? *(If you don't understand, do you ask to your teacher?)*

S : Gak pernah mbak, eh... pernah sih tapi jarang. Wedi... *(Never.....ehh... i have ever, but rarely. I'm afraid)*

R : Kenapa takut? *(Why are you afraid?)*

S : Ya takut, paling cuma nanya em.itu lho..misal verb 2 nya apa gitu. *(I don't know why I'm afraid. So I only asked the V2 verb)*

R : Sebenarnya kalau pelajaran bahasa Inggris pengennya gimana sih? *(What do you want in learning English?)*

S : Ya gimana ya mbak, ya berkelompok, ya kalau tugas itu pakai gambar gitu. *(through group work, using pictures)*

- R : Ow gitu, makasih ya. (*thank you*)
 S : Iya miss. Besok ngajar sini ya? (*okay Miss. Do you want to teach in our class?*)
 R : Insya allah.

Interview 2 (Observation)

Date : February 27th, 2014

Time : 10.18 – 10.21

Place : X2 class

R : Researcher

S1 : Student (Widi)

S2 : Student (Galih)

- R : Miss Rahma boleh ganggu bentar ? (*May I interrupt you for a while?*)
 S1 & S2 : Ya miss. Gimana? (*It is okay Miss*)
 R : Biasanya kalo di kelas Pak Is memberi aktivitas apa? (*What kind of activities did Mr Iz give you in English class?*)
 S2 : Kadang kadang ngerjain buku paket (*sometimes doing the exercise in the book*)
 S1 : Menterjemahkan (*doing translation*)
 R : Pas Is sering menjelaskan di depan? (*Does he always explain the material in front of the class?*)
 S2 : Sering (*often*)
 R : Paham gak? (*Do you understand?*)
 S1 : Ya paham (*Yes, I'm understand*)
 S2 : Kalo ak gak. (*But me, not*)
 R : Kenapa gak paham? (*Why do you not understand?*)
 S2 : Lha IQ ne rendah mbak (*Because I have low IQ*)
 R : Kalau gak paham sering bertanya? (*If you don't understand, do you always ask question?*)
 S2 : Ya tanya mbak, excuse me gitu (*Yes. Excuse me*)
 S1 : Excuse me, wo permisi kui (*Excuse me is permission*)
 R : Sering bekerja kelompok? Berdua? (*Do you often work in group? Pairs?*)
 S2 : Berempat mbak (*in group of four Miss*)
 R : Kalau kelompok gitu, aktivitasnya ngapain? (*What are the activities in group?*)
 S2 : Ya membuat cerita, menyusun cerita, menerjemahkan tugas kelompok lainnya. (*making story, arranging story, translating another*)

- group task)*
- R : Kalau berpasangan? Yang semeja semeja gitu. (*What about pair group?*)
- S2 : Yo pernah... (*the teacher has ever did*)
- S1 : Kae lho menerjemahkan (*that is translation*)
- R : Biasanya yang mengerjakan siapa? Apa berdua? (*Who did the task usually? Together?*)
- S1 : Aku sik nerjemahke yo, galih sik nulis.
Nyedak sik pinter dink mbak. (*I translate it, then Galih will write it. But cheating on the smartest students*)
- R : Kalau mengalami kesulitan sering tanya temen? (*If you have any difficulty, do you ask your friend?*)
- S2 : Kalau aku yo tanya temen lain. (*If I have it, I'll ask the other*)
- R : Kenapa gak tanya Widi? (*Why dont you ask Widi*)
- S : Lha podo podo ra iso. (*Because both of us does not know*)
- R : Ow gitu, makasih ya. (*Thank you*)
- S1 & S2 : Iya miss. (*You're welcome*)

Interview 3 (Observation)

Date : February 27th, 2014

Time : 10.21 – 10.24

Place : X2 class

R : Researcher

S : Student (Luthfi)

- R : Permisi, miss mau tanya – tanya bentar, boleh. (*Excuse me, May I ask you some questions for a while?*)
- S : Tanya apa miss. Wawancara po? (*What are you going to ask? Such as an interview?*)
- R : Iya, gak papa ya bentar aja. (*Yes, just a minute*)
- S : Ya miss, ora sue sue lho (*Ok Miss, don't be long*)
- R : Kegiatan di kelas apa saja dik? (*What are the activities in the class?*)
- S : Ya belajar, pak guru gak jelas kalo mengajarkan, kayak ngajarnya buat diri sendiri bukan buat muridnya. (*We are learning, but the teacher did not clear in teaching, it seemed that he taught for himself, not for the students*)
- R : Kalau untuk aktivitasnya? Ngerjain apa? (*what about the activity, did you do some tasks?*)
- S : Ya ngerjain buku paket, ambil di perpustakaan, cuma baca – baca, kadang ngerjain tugas. (*Doing exercise from book that took from the library. The activity is just reading, sometimes doing exercise from books*)

- R : Disuruh semeja atau sendiri sendiri?*(in pairs or individual?)*
 S : Ya bukunya yang semeja. *(One book is used for two students).*
 R : Berarti gak nyaman ya?*(So, you dont feel comfort, right?)*
 S : Iya lah mbak.*(yeah Miss)*
 R : Seneng gak sih tapi belajar bahasa Inggris? *(Do you like learning English?)*
 S : Seneng ya tergantung gurunya*(Depend on the teacher)*
 R : Kalau gak bisa sering tanya ke teman atau pak Is?*(If you can't do the task, do you ask question to your friend or Mr Is?)*
 S : Ke temen*(friend)*
 R : Kenapa gak ke Pak Is?*(why dont you ask Mr Is?)*
 S : Nek sama pak Is aneh gek lola ngono mbak, dong nek tanya ke temen.*(If I ask Mr Is, he looks strange and slow in thinking. I understand if I ask to my friends)*
 R : Kalau di suruh maju cerita gitu pernah belum?*(have you ever asked to do story-telling in front of the class?)*
 S : Belum mbak*(not yet)*
 R : Kalau disuruh cerita gitu mau gak?*(Do you want to do it if the teacher asks you?)*
 S : Takut mbak*(I'm afraid Miss)*
 R : Kenapa?*(Why?)*
 S : Lha pak Is kesannya gak bisa diajak bercanda. Gek nek ono sik rame sendiri po mainan hape ki dinengke mbak. *(Mr Is seems unfriendly and avoids joke. If there were some students make noise or play handphone, he just ignored them.)*
 R : Oh begitu, makasih ya. *(thank you)*

Interview 4 (Observation)

Date : February 27th, 2014

Time : 10.21 – 10.24

Place : X2 class

R : Researcher

S : Student (Dista)

R : Permisi, miss mau tanya – tanya bentar, boleh.*(Excuse me, may I ask you for a while?)*

S : Boleh Miss*(Sure, Miss)*

R : Belajar bahasa Inggris sama pak Is gimana?*(How do you learn English with Mr Is?)*

S : Mboseni mbak, lha muk mbahas teks wae.*(Boring. The class only discusses text)*

- R : Ow begitu. Aktifitasnya biasanya apa? (*What are the activities?*)
 S : Ya cuma nganalisis teks, garap buku dari perpustakaan. (*Analyzing text and doing exercise from book borrowed from the library?*)
 R : Disuruh semeja atau sendiri sendiri? (*Does the teacher ask you to work in pairs? or individual?*)
 S : Ya sendiri – sendiri, tapi bukunya satu. (*individual, but using one book only*)
 R : Kalau sendiri gitu juga mau ngerjain kan? (*If you are given individual task, did you do it?*)
 S : Ya garap, tapi paling muk nyedak. Hehe (*I did it. But by seeing my friend's work*)
 R : Kenapa nyontek? (*why did cheating?*)
 S : Ben cepet je. (*It's faster*)
 R : Ow begitu, terima kasih ya. (*thank you*)

Interview 5 (Observation)

Date : February 27th, 2014

Time : 10.21 – 10.24

Place : X2 class

R : Researcher

S : Student (Farida)

- R : Miss Rahma boleh tanya – tanya sebentar? (*May I ask you for a while?*)
 S : Tanya apa Miss. (*What do you want to ask?*)
 R : Tadi bisa gak belajar bahasa Inggrisnya? (*What about your English lesson today?*)
 S : Yo ngono kae mbak. (*You can see like that*)
 R : Ngono kae gimana? (*What do you mean?*)
 S : Ya ra paham mbak. (*I don't understand*)
 R : Kok gak tanya? (*Why don't you ask your teacher?*)
 S : Males mbak (*I don't want*)
 R : Kenapa males? (*Why?*)
 S : Lha ra penak ro pak Is ki mbak. (*I don't feel comfortable when learning English with Mr Is*)
 R : Ow gitu. Makasih ya. (*Thank you*)

Interview 6 (Observation)

Date : February 27th, 2014

Time : 08.35

Place : Library

R : Researcher

T : English Teacher

R : Bapak masih mengajar mboten njih, bisa interview sebentar? *(Do you have class? May I have an interview for a while?)*

T : Ya..di perpustakaan saja mbak. *(Yes, in the library)*

R : Gimana pak pembelajaran sehari – hari di kelas X2? *(How is X2 English class daily?)*

T : Ya, kayak gitu mbak. Siswanya ramai sendiri. Syukur – syukur kalau sudah mau masuk ke kelas. *(You can see them, right?. The students make noise. It is already good when they want to join the class.)*

R : Sepertinya memang interaksinya sangat rendah. Untuk Bapak sendiri sudah ada upaya untuk meningkatkan interaksi dan partisipasi siswa di kelas? *(It seems that the interaction was low. Have you ever have an effort to improve the students' interaction and participation in the class?)*

T : Dulu pernah mbak, pake text narrative saya cetak besar, saya beri tanda merah untuk verbnya. Agak lumayan, daripada menggunakan paper atau buku kayak tadi. Media kayak gitu perlu, tapi ya kita harus menyisihkan waktu sama dana. *(I have ever did it, using big printed narrative text. I gave it red mark for the verb. It is better than using sheet or book. The media is needed, but we have to spend more time and money)*

R : Iya pak, selain itu, untuk penerapan menggunakan information gap pernah belum pak? *(Besides, have you ever use information gap activities?)*

T : Kalau untuk itu, saya masih belum familiar, jadi belum pernah. Kadang siswa hanya saya bawa ke lab untuk menonton video, walaupun kadang tidak berkaitan dengan materi. Kadang hanya video tentang ekspresi, tapi itu hanya untuk sekedar agar mereka tertarik sih. Kalau untuk praktik lagi, agak kesulitan. *(I am not familiar with that activity, so I never use it. Sometimes I bring the students to laboratorium to watch a video, although the video doesnt relate to the materials. Sometimes I play a video about expression, but that's only to make them interested. If they practice it, they are still in trouble.)*

R : Kalau untuk maju praktik bercerita itu bagaimana? *(What about come in front of the class and do story telling?)*

T : Ya, pada malu harus pake teks. *(They are shy, so they have to use text)*

R : Seperti tadi ya pak, waktu disuruh membaca, bilang “aku ra iso”. Itu gimana pak? Apa memang bener gak bisa? *(Like today's class, when one of the students is asked to read, they say "I can't". Does it mean that he really can not read it?)*

T : Sebenarnya bisa, cuma mereka malu dan takut ditertawakan teman. *(I think he is able to do it. He just feels shy and afraid of being laughed by his friends.*

- R : Kalau untuk kegiatan kelompok atau berpasangan bagaimana pak? (*What about pair work and group work, have you tried?*)
- T : Ya, minimal in pair. Biasanya menulis kembali, terus nanti dikoreksi antar teman (*peer correction*). Itu pun nanti sulit kalau kelompok, yang ngerjain hanya 1 atau 2. Saya lihat gak bisa maksimal. Jadi motivasi untuk bekerja kelompok sangat kurang. (*Minimum in pair. I ask them to rewrite, then it will be corrected by other friend -peer correction-. If it is done in a group, it will be a problem, as only one or two students did it. It can not be maximum. So, the motivation of the students to work in group is low.*)
- R : Apa karena mereka tidak suka dengan teman kelompoknya pak? (*Do they like their pair or friends in their group?*)
- T : Memang beberapa siswa masih tidak suka kalau bekerja sama si A atau B. (*There are some students who did not want to work with A or B.*)
- R : Kalau untuk bertanya, siswa sering bertanya mboten pak? (*Do the students ask question*)
- T : Kalau tanya siswa memang jarang sekali. Ditanya paham, ya paham. (*The students who are asking question are rarely. If they are asked about the understanding, they will say understand*)
- R : Ow begitu njih pak, ya semoga *information gap* nya bisa meningkatkan interaksi siswa dan partisipasinya ya Pak? (*I hope that the information gap activities will improve students' interaction and participation*)
- T : Njih mbak, ini kan kegiatan baru untuk anak – anak. Sukses mawon, monggo. (*I hope so. This is new for the students. Good luck*)
- R : Injih pak, suwun. (*Thank you*)

Interview 7 (Observation)

Date : February 27th, 2014

Time : 09.00

Place : Library

R : Researcher

C : The Collaborator

- R : Menurut kamu bagaimana keadaan kelas jika dilihat dari aspek interaksinya di kelas? (*What do you think about the class if you look at the interaction?*)
- C : Ya, memang kelasnya sangat ramai, siswa berbicara sendiri, tidak mau memperhatikan penjelasan dari guru. (*The class was very noisy. The students talked by themselves. They did not want to pay attention to their teacher*)
- R : Kalau untuk keaktifan dalam diskusi kelas? (*What about the students' activity?*)
- C : Untuk menjawab pertanyaan, mengungkapkan pendapat, mungkin masih jarang. Hanya satu atau dua siswa saja. Itu pun kalau ditunjuk. Dari awal

saya lihat siswa memang kurang tertarik dengan bahasa Inggris, jadi keterlibatan mereka dalam diskusi pun rendah. (*The students were rarely being active in answering question and expressing their opinion, only one or two students. Those were being pointed. From the beginning, it looked that they were not interested to English, so their participations in the discussion were low.*)

R : Kalau penggunaan group work? Bagaimana siswanya? (*What about the use of group work? How about the students?*)

C : Ya, tadi siswa dalam pair work memang terlihat malas mengerjakan. Saya lihat memang partisipasinya kurang, belum termotivasi untuk belajar bahasa Inggris. (*The students were lacked of enthusiast in doing the pair work. I think that their participations were low. They were not motivated to learn English*)

R : Ya, kelihatannya seperti itu. Berarti memang untuk interaksi mereka dengan aktifitas sangat kurang. Bagaimana dengan interaksi antar siswanya sendiri? (*it seemed like that. The interaction between students and the activity was low. What about the interaction between students?*)

C : Kalau terkait dengan materi memang sangat lemah. Mereka berbicara sendiri, tentunya tidak terkait materi. (*If it was related to materials, it was low. They talked by themselves, of course it did not have relation with the materials*)

Interview 8 (1st Meeting)

Date : March 6th, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Novandi)

R : Gimana tadi belajar bahasa Inggris sama miss Rahma? (*What do you feel when learning with Miss Rahma?*)

S : Ya, lumayan seneng. (*Not bad, I'm happy*)

R : Tadi ngapain aja? (*What did you do in the class?*)

S : Ya, itu tadi Miss, nyusun bagian lowongan pekerjaan, terus ngisi lowongan pekerjaan yang kosong. (*Arranging part of job vacancy, filling job vacancy*)

R : Tadi bisa gak ngerjainnya? (*Can you do it?*)

S : Agak sulit. (*It is difficult enough*)

R : Kesulitannya di mana? (*Which one do you think it is difficult?*)

S : Yang tadi ngisi ngisi lowongan, susah. Pas tanya tadi, bingung nulis jawabannya. Nulis uangnya. (*When filling the job vacancy. When I asked my*

friend, I am confused on writing the answer, the nominal)

R : Kalau yang dalam grup nyusun nyusun bagian lowongan pekerjaan? (*What about group work in arranging part of job vacancy?*)

S : Itu malah seneng sih miss. (*I'm happy Miss*)

R : Itu tadi ngerjain ber empat atau sendiri? (*Did you do it with your friends or alone?*)

S : Cuma berdua, yang lain lihat. (*Only with one of my friend, the others were only seeing*)

R : Kenapa cuma berdua? (*Why?*)

S : Males katanya. (*They did not want to do it*)

R : Kalau yang mengartikan kata – kata tadi gimana? (*What about finding the meaning?*)

S : Kalau ada kamus kayak tadi ya bisa miss. (*If there is a dictionary, I can do it*)

R : Ya, makasih ya. (*Thank you*)

Interview 9 (1st Meeting)

Date : March 6th, 2014

Time : 08.33

Place : X2 class

R : Researcher

S : Student (Apri)

R : Miss tanya – tanya tentang tadi boleh? (*May I ask you about the lesson?*)

S : Iya miss. (*yes Miss*)

R : Gimana tadi belajar bahasa Inggris nya? (*How was your English class today?*)

S : Seneng Miss. Iso santai, ora nerjemahke terus. (*I was happy Miss. I could be relaxed. The activities were not only translating.*)

R : Apa yang menurutmu membuat seneng? (*What did make you happy?*)

S : Ya tadi kegiatannya. (*the activity*)

R : Kalau Miss pakai bahasa Inggris terus kayak tadi kira – kira gimana? (*If Miss continued using English in the class like today, how do you feel?*)

S : Ya gak papa Miss, tapi yo sambil diterjemahin ke Indonesia kadang - kadang (*It is alright, but you have to translate it into Indonesia sometimes*)

R : Tapi faham gak kalau pakai bahasa Inggris? (*If Miss used English, do you understand?*)

S : Ya ada yang paham ada yang gak (*sometimes*)

R : Kalau misal gak paham, bisa tanya kok, gak usah takut. (*If you don't understand, you may ask question. Please don't be afraid.*)

S : Siap. (*ready*)

Interview 10 (1st Meeting)

Date : March 6th, 2014

Time : 08.33

Place : X2 class

R : Researcher

S : Student (Utami)

R : Dik Utami ya, permisi Miss mau tanya tentang pembelajaran bahasa Inggris tadi. *(Excuse me, Utami right? I want to ask you about the English lesson today)*

S : Iya miss. *(Right)*

R : Gimana tadi belajar bahasa Inggris sama miss Rahma? *(How did you feel if you studied English with Miss Rahma?)*

S : Ya, enak sih, senang. *(I was happy)*

R : Bagian apa yang membuat senang? *(What part did make you happy?)*

S : Tadi miss, nyusun – nyusun lowongan sama ngisi lowongan *(Arranging job vacancy and filling job vacancy)*

R : Ada kesulitan gak? *(Is there any difficulty?)*

S : Cuma itu tadi, yang mencari arti gabungan kata steel dan toed. *(Finding the meaning of steel and toed)*

R : Oh itu. Kalau yang tanya temen untuk mengisi lowongan pekerjaan yang hilang? *(What about asking friend to fill the missing job vacancy?)*

S : Itu lho susah ngomongin angka. *(It is difficult to say the nominal)*

R : Oh, nyebutin jumlah gajinya dalam bahasa Inggris ya? Tapi sekarang udah bisa kan? *(You mean mentioning the salary in English, right? But now you can do it, right?)*

S : Udah, tadi kan tanya Miss, terus dijelasin. *(Yeah. Because you had explained it)*

R : Kalau yang menyusun bagian lowongan tadi bisa? *(What about arranging parts of the job vacancy?)*

S : Bisa donk, kan dikerjain bareng – bareng. *(We can do it because we did it together)*

R : Ya, makasih ya. *(thank you)*

Interview 11 (1st Meeting)

Date : March 6th, 2014

Time : 08.35

Place : X2 class

R : Researcher

S : Student (Indah)

R : Gimana tadi belajar bahasa Inggrisnya? (*How was your English lesson today?*)

S : Seru miss, asyik(*Excited*)

R : Ada kesulitan gak?(*Is there any difficulty?*)

S : Gak miss, (no, Miss)

R : Kalau yang pas ngisi lowongan pekerjaan tadi susah gak?(*What about filling the job vacancy?*)

S : Gak miss, tadi kan dapet informasi dari Utami.(*No. I got the information from Utami*)

R : Kalau yang nyusun bagian – bagian tadi? (*What about arranging the parts?*)

S : Gak miss, soalnya berkelompok(*No, because we did it in group*)

R : Kalau yang ngartiin tadi?(*What about finding the meaning?*)

S : Gak juga miss, karena tadi ngerjain berdua sama Utami, ada kamus juga(*no. I did it with Utami. There was a dictionary too*)

R : Oh gitu, sip deh(*Great*)

Interview 12 (Evaluation)

Date : March 6th, 2014

Time : 08.45

Place : Library

R : Researcher

T : English Teacher

R : Gimana pak untuk pembelajaran hari ini?(*What about the lesson today?*)

T : Ya, kegiatan *information gap* bagus, untuk mendorong siswa berbicara dan praktik bahasa Inggris. Tapi masih agak kesulitan. Kita sebagai guru mungkin kadang menganggap siswanya mampu, tapi untuk siswa sini mungkin agak disederhanakan saja mbak, jadi beberapa iklan saja. Mungkin siswa juga belum terbiasa.(*The information gap activity is good. It can encourage the students to speak and practice English. But they still got some difficulties. We, as a teacher, sometimes consider that the students are able to do the activity, but for students in this school, maybe the activity should be simplified into some advertisements only. Maybe they were not used to the activity.*)

R : Iya pak, untuk perbaikan saya selanjutnya.(*yes Sir. That is for my correction*)

T : Siswa menganggap bahasa Inggris sulit, jadi ya mesti dipahamkan dulu. Padahal tadi juga sudah ada contohnya, tapi siswa juga mesti mikir jawabnya

gimana. besok seperti itu lagi? *(They considered that English is difficult, so we must make them understand first. We gave them the example actually, but they have to think the answer. Next meeting will be same?)*

R : Kalau untuk minggu depan model *guessing-game* pak. Siswa diberi gambar, temennya menebak dalam group, nanti bergantian *(For next meeting, the type of activity is guessing game. The students are given a picture, and their friend in group have to guess, and vice versa)*

T : Sedikit – sedikit saja biar nanti maksimal. *(Few activities are needed to make the activity maximal)*

R : Kalau untuk interaksi siswanya bagaimana pak? *(What about the students' interaction, Sir?)*

T : Sebenarnya udah bagus, meningkat. Diajar sudah mau, mau terlibat. Tadi juga sudah tertarik pas pakai gambar besar. *(It was already good, it is improved. They want to be taught and involved. They were interested with the big picture)*

R : Iya pak, bagaimana dengan partisipasi siswa? *(What about the students' participation?)*

T : Tadi bagus kok, disuruh maju juga mau, walau ditunjuk dulu, baru yang lain mau maju sendiri. *(it was good. The students wanted to come in front of the class, although being pointed. Then the others will follow)*

R : Untuk penerapan group work sendiri pak? *(What about the use of group work itself?)*

T : Saya lihat ya siswa sudah mau terlibat, walau mungkin masih malas malasan, tapi akhirnya mereka juga mau mengerjakan, walaupun memang pelan – pelan. *(the students were involved although they were still lazy. But in the end, they wanted to do the task slowly)*

R : Gih, begitu saja pak. Semoga besok Sabtu lebih baik. *(That's all. Hope the Saturday lesson better)*

Interview 13 (Evaluation)

Date : March 6th, 2014

Time : 09.00

Place : Library

R : Researcher

C : The Collaborator

R : Bagaimana pelajaran hari ini? *(What about the lesson today?)*

C : Ya terlihat seru untuk anak anak. Untuk penerapan information gap nya mungkin siswa masih bingung dan belum terbiasa. *(It seemed interested for the students. They are still confused and not familiar with the*

implementation of information gap)

- R : Bagaimana partisipasi siswa di kelas? (*What about the participation in the class?*)
- C : Kalau untuk awal – awal tadi, saya rasa siswa sangat tertarik dengan gambar yang digunakan. Mereka begitu memperhatikan. Dan pada akhirnya juga mau terlibat dalam diskusi. (*It seemed that the students were interested to the big picture used in the beginning. They were really paying attention. And in the end, they were involved in the discussion*)
- R : Kalau dalam group work atau pair work? (*What about in group work or pairs?*)
- C : Ya, meski memang masih dengan teman sebangkunya terus, mereka sangat antusias dalam mengikuti semua aktivitas. (*Yes. Although they still worked with their deskmate, they were enthusiast to follow all the activities*)
- R : Kalau hal bertanya? (*What about asking aspect?*)
- C : Namanya juga siswa, biasanya kalau ditanya paham ya paham. Kalau untuk bertanya terkait materi memang belum, tapi kalau bertanya terkait vocab atau instruksi memang sudah berani. (*The students usually answer “understand” if they are asked. The students did not asking question related to the materials yet. But, they were brave on asking about vocabulary or instruction*)
- R : Kira – kira ada saran? (*Is there any suggestion?*)
- C : Untuk yang information gap nya mungkin dibenahi. Terlalu banyak untuk siswa sini. Tadi beberapa siswa juga cenderung untuk mengopi jawaban daripada praktik bicara langsung. (*It is better to fix the information gap. That’s too much for the students here. Some of them just only copied the answer rather than practice speaking directly*)
- R : Iya, terima kasih. (*Thank you*)

Interview 14 (2nd Meeting)

Date : March 8th, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Okta)

R : Miss tanya – tanya bentar ya. Gimana tadi belajar bahasa Inggris sama miss Rahma? (*How was learning with Miss Rahma?*)

S : Ya, menarik miss. (*Interesting, Miss*)

R : Bagian apa yang menarik? (*What part do you think it is interesting?*)

S : Pas tadi mendeskripsikan pekerjaan ke temen..lucu – lucu le

mendeskripsikan. (*When describing job to our friends. It was funny on describing*)

R : Gimana rasanya bekerja dengan teman yang bukan teman semeja? (*What do you feel working with friends that are not your deskmate?*)

S : Ya senang Miss, bisa tau teman yang lain, jadi lebih akrab, santai juga. (*Happy, Miss. I can know the other friends, become intimate, relaxed too*)

R : Teman – teman bisa nebak gak? (*Can your friends guess it?*)

S : Bisa no miss, lha le ndeskripsikan jur gampang dijedek. (*Yes, they can. The description was easy to be guessed*)

R : Kalau untuk yang listening tadi? (*What about the listening?*)

S : Pas mencari gambar jobnya tadi ya miss. (*When finding the picture of the job, Miss*)

R : Kalau yang menentukan tempat kerja tadi gimana? (*what about deciding the work place?*)

S : Agak sulit sih, tadi tapi dikerjain bareng – bareng sekelompok. (*It was rather difficult, but it did together in group*)

R : Sip (*Great*)

Interview 15 (2nd Meeting)

Date : March 8th, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Sintia)

R : Gimana belajar bahasa Inggris nya? Paham atau gak? (*How was your English lesson? Do you understand?*)

S : Ya paham sih Miss. (*Yes, I understand, Miss*)

R : Ada kesulitan? (*Is there any difficulty?*)

S : Cuma tadi pas listeningnya kecepetan? (*Only the listening section, it was too fast*)

R : Tapi bisa mengerjakan? (*But you can do it, right?*)

S : Ya bisa miss, deskripsinya mirip pas tadi mendeskripsikan ke teman. (*yes Miss, the description is similar to the previous description*)

R : Ow iya, mendeskripsikan pekerjaan tadi, teman – teman bisa nebak? (*right, when describing the job. Can your friends guess it?*)

S : Bisa miss..wong do muk 1 – 2 kalimat miss. (*yes, they can. They only used 1 – 2 sentences, Miss*)

R : Kalau yang menuliskan tempat kerja tadi gimana? (*What about writing the workplace?*)

- S : Bisa. Karena bareng bareng miss, kan kelompok. (*we can. We did it together, it was group work*)
 R : Bagus.(*Great*)

Interview 16 (2nd Meeting)

Date : March 8th, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Iqbal)

R : Gimana tadi belajar bahasa Inggris sama miss Rahma? (*How was learning English with Miss Rahma?*)

S : Baik, lumayan suka. (*Good. I like it*)

R : Suka nya bagian apa? (*Which part do you like?*)

S : Suka aja miss, lha beda nek sama Pak Is (*I Just like it. It is different from Mr Is*)

R : Ada kesulitan? (*Is there any difficulty?*)

S : Cuma pas listening agak kecepetan miss. (*The listening was too fast*)

R : Tadi kan udah diulang juga to? (*I had repeated that, right?*)

S : Iya, jur bisa miss. (*Yes, then I can do it*)

R : Tadi Iqbal berani maju jadi contoh buat temen temen ya? (*You just came in front of the class to be your friends' example right?*)

S : Iya miss (*Yes Miss*)

R : Kok berani? (*Why are you so brave?*)

S : Berani lah miss, wong cuma menyebutkan pekerjaan sama tempat kerjanya, tadi juga udah latihan pas nebak gambar. (*Yes, I was brave. I only mentioned the job and the workplace. We had practiced when we guessed pictures.*)

R : Bagus.(*Great*)

Interview 17 (Evaluation)

Date : March 8th, 2014

Time : 08.45

Place : Library

R : Researcher

T : Teacher

R : Bagaimana pak untuk implementasi kedua hari ini? (*How was the second implementation today?*)

T : Saya melihat progressnya sudah bagus. Awalnya sudah menarik soalnya. (*I*

- see a good progress, because it was interesting in the beginning)*
- R : Iya, yang listening tadi ya pak. *(Yes, you meant the listening section, didn't you?)*
- T : Listening kan memang perlu beberapa kali, tapi bagus kok, mereka tadi tertarik, diam, mengerjakan. *(Listening should be played several times, but it is good, they were interested, kept silent, and did the activity.)*
- R : Iya pak, tadi siswa mengerjakan semua. *(Right, Sir. All the students did the task).*
- T : Ini tadi siswa sudah menikmati pelajaran, tidak terasa kalau mereka 1, 5 jam belajar bahasa Inggris. Kalau yang pertama kemarin mungkin mereka kaget. Besok bervariasi lagi? *(this made the students enjoyed the lesson. They did not feel that they had learnt English for half an hour. Maybe, in the first meeting, they still shocked. Next will have variation, right?)*
- R : Iya pak. Ada yang perlu dibenahi mboten njih pak? *(Yes, Sir. Is there anything to be repaired?)*
- T : Sudah bagus kok, terserah, monggo saja dilanjutkan. *(It was good. It is up to you to continue.)*
- R : Kalau untuk interaksi di kelas gimana pak? *(What about the interaction in the class?)*
- T : Tadi, Iqbal mau maju itu bagus banget. Biasanya kalau disuruh gak mau. Kayaknya memang mereka sudah enjoy, merasa bisa, jadi lebih pede suruh maju. *(Iqbal wanted to come in front the class was very good. He usually did not want to do it. It seemed that they were enjoyed, felt that they were able, so they were confident if they were asked to come in front of the class)*
- R : Iya pak, terlihat begitu. Kalau untuk bertanya gimana pak? *(It seemed like that, Sir. What about in the aspect of asking, Sir?)*
- T : Sudah bagus kok, siswa tadi mau bertanya kalau memang perintah belum jelas, tanya kosa kata. Mereka berdiskusi dengan teman. *(It was good. The students wanted to ask when the instruction were not clear, ask about vocabulary. They discussed it also with their friends.*
 Oh iya mbak, minggu depan UTS, terus minggu depannya lagi libur untuk ujian sekolah kelas 3 mbak. *(Next week will be mid-term test, and next two weeks will be used for school examination for grade XII)*
- R : Ow njih pak. Matur suwun infonya. *(Yes, Sir. Thank you for the information.)*
- T : Ya. *(You are welcome)*

Interview 18 (Evaluation)

Date : March 8th, 2014

Time : 09.00

Place : Library

R : Researcher

C : The Collaborator

R : Bagaimana implementasi kedua hari ini? (*How was the second implementation today?*)

C : Siswa sangat tertarik dengan topic pekerjaan. Mereka juga suka dengan gambar yang digunakan saat penerapan information gap. Mereka berusaha untuk mendeskripsikan dengan kata – kata mereka, sehingga mereka juga merasa pede untuk ngomong di depan teman. (*The students were interested to the topic of job. They liked the picture used in the information gap. They tried to describe the picture using their own words, so it made them more confident to speak in front of their friends*)

R : Bagaimana dengan interaksi mereka di kelas? (*How was their interaction in the class?*)

C : Terkait dengan guru, memang mereka sudah terlibat dalam diskusi, tapi memang beberapa mendominasi. Guru harus memberikan kesempatan kepada siswa lain. Kalau terkait dengan siswa, mereka mau berdiskusi bersama dalam pair maupun grup. Siswa pun tadi berinteraksi dengan materi sangat baik, terlihat ketika listening, mereka diam mendengarkan. (*Related to teacher, they were involved in the discussion, indeed some of them dominated the class. The teacher had to give chance to another. Related to the students, they wanted to discuss together not only in pairs but also in group. They also had a very good interaction with the materials. It showed when they were in listening section, they kept silent to listen*)

R : Kalau untuk keaktifan dalam bertanya? (*What about the activity of asking question?*)

C : Memang kalau untuk menyampaikan ide seperti itu mereka sudah bagus, tetapi untuk bertanya terkait materi memang jarang. (*Indeed for expressing their idea they were good, but they rarely asked question related to materials*)

R : Ya seperti itu. (*It seemed so*)

Interview 19 (3rd Meeting)

Date : March 27th, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Kartika)

- R : Gimana tadi belajar bahasa Inggris sama miss Rahma? (*How was learning English with Miss Rahma?*)
- S : Seru miss. (*Interesting, Miss*)
- R : Seru ya? Serunya pas apa? (*Interesting? Which part?*)
- S : Tadi itu lho miss terakhir tadi mencari jodoh miss (*When finding the partner, Miss*)
- R : Ow yang menjodohkan iklan? (*oo... finding the matched advertisement?*)
- S : Iya miss, tapi mesti dengerin temen yang lain.. mengko ndak jodohe salah koyo Widi mau miss. (*yes, Miss. We had to listen to other friends , so we did not get the wrong partner as Widi*)
- R : Widi kenapa? Kartika tadi dapet jodoh siapa? Cepet gak? (*What happened with Widi? Who was your partner? Fast?*)
- S : Widi gak dengerin dengan baik, jur salah. Aku dapet Apri miss, tapi Apri ki agak lola miss, jur suwi le ngrespon. (*Widi did not listen carefully. I got Apri as partner, Miss. But Apri seemed slow, so he were late at giving respond*)
- R : Tapi bisa kan? (*But you can do it, right?*)
- S : Bisa miss, kayak gitu ya miss kalau belajar bahasa Inggris? (*Yes, I can. Is that what we called learning, Miss?*)
- R : Iya, gak terasa kan? (*You did not realize, right?*)
- S : Gak miss, (*No, Miss*)

Interview 20(3rd Meeting)

Date : March 27th, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Niken)

R : Gimana tadi belajar bahasa Inggris nya? (*How was your English lesson?*)

S : Seneng miss (*Excited, Miss*)

R : Tadi ada kesulitan gak? (*Is there any difficulty?*)

S : Cuma tadi pas nyari pasangan iklan yang jualan sama yang butuh rumah. (*It was only finding the match advertisement*)

R : Ow iya, tadi pas ngasih nama ruangan, ganti pasangan ya? Itu gimana? Tadi sama siapa? (*When naming room, you got another partner right? How it was? Who did you get?*)

S : Sama Putri miss, (*With Putri, Miss*)

R : Biasanya temen semejanya siapa? (*Who are your deskmate?*)

S : Ayu miss (*Ayu, Miss*)

R : Seneng ngerjain bareng Putri apa Ayu? (*Do you like working with Putri or*

u?)

S : Putri sih miss, tapi sama aja dink. (*Actually Putri, but it was same*)

Interview 21 (3rd Meeting)

Date : March 27th, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Okta)

R : Gimana tadi kelasnya? (*How was your English class?*)

S : Seneng sih miss, (*Excited, Miss*)

R : Tadi pas jualan rumah tadi susah gak? Dapet pembelinya siapa? (*When you sold the house, is that difficult? Who was the buyer?*)

S : Lumayan sih miss, tadi sama Iqbal (*It is difficult enough. The buyer was Iqbal.*)

R : Susah ya? (*Difficult?*)

S : Yo, kudu gatekke miss (*Yes, we had to pay attention much*)

R : Tadi pas menulis nama ruang tadi sama siapa? (*When naming rooms, with whom did you work?*)

S : Sama Galih miss, sama Sintia juga (*Galih Miss, and Sintia too*)

R : Gimana rasanya kerja gak bareng sama temen semejanya? (*How do you feel when working with friends who are not your desk mate?*)

S : Biasa wae sih Miss, untung pada mau ngerjain. (*It is usual. Lucky, they wanted to do the task*)

R : Tadi Sintia Miss masukin ke grupmu keberatan gak? (*Did you mind when Miss put Sintia in your group?*)

S : Jane iya sih miss, temen – temen itu pada gak suka lho sama dia. (*Actually yes. My friends don't like her*)

R : Lhah kenapa? (*Why?*)

S : Biasa Miss, masalah cowok, padahal dia murid baru. (*It was because of boy. She was a new student here actually.*)

R : Tapi gak papa kan sekarang? (*Now, everything is alright, right?*)

S : Gak papa miss, wong Sintia ya mau ngerjain. (*Never mind. Sintia wanted to do the task too.*)

R : Sip deh (*great*)

Interview 22 (Evaluation)

Date : March 27th, 2014

Time : 08.45

Place : Library

R : Researcher

T : Teacher

R : Bagaimana pak untuk implementasi ketiga hari ini?*(How about the third implementation today?)*

T : Hari ini, ya bagus kok. Siswa mau terlibat dalam semua aktifitas, mau memperhatikan. Mungkin cuma kesulitan saat melakukan yang *information-gap* nya tadi, sama pas membuat iklan, masih butuh latihan.*(Today, the lesson was good. The students were involved in all activities, and wanted to pay attention. Maybe, they still got some difficulties in doing the information gap and in designing advertisement. They need practice)*

R : Kira kira ada saran mboten gih Pak?*(Is there any suggestion maybe, Sir?)*

T : Ya, cuma mungkin singkatan – singkatan tadi. Tapi sudah bagus kok. Siswa sudah tidak merasa malu untuk membaca maupun berbicara walaupun *pronunciation*-nya masih salah.*(Only the abbreviation. But it was good. The students were not shy to read or speak, although their pronunciations were wrong)*

R : Iya pak, tadi semuanya mau berbicara. Ini sudah 1 cycle pak, kira – kira bagaimana pak untuk progressnya?*(Right, Sr. All the students wanted to speak. This has been one cycle, how was the progress?)*

T : Kalau saya lihat sih sudah cukup berprogress. Anak – anak sudah mau memperhatikan ketika guru menjelaskan. Mereka juga mau terlibat dalam semua aktifitas, walaupun kadang sembrono.*(I think it has been progressed enough. They wanted to pay attention when the teacher was explaining. They also wanted to be involved in all activities, although they were reckless)*

R : Tapi untuk beberapa siswa masih pasif, dan keaktifan untuk bertanya masih kurang.*(But some students seemed passive, and rarely asked questions)*

T : Dalam hal bertanya, siswa memang sering hanya menanyakan instruksi atau tentang vocabulary. Untuk materi ya anggapannya mereka sendiri mungkin sudah bisa. *(In term of asking, the students often asked about instructions or vocabulary. Perhaps, they considered that they understood the materials already)*

R : Padahal belum tentu semua bisa. Kalau ditanya paham, ya hanya menjawab paham. Nanti setelah diberi aktifitas, baru kelihatan kalau misal belum paham.*(Actually, not all the students were able. If they were asked whether they understand or not, they would answer understand. After they were given activities, we would know who did not understand)*

T : Ya itu mbak anak – anak sini. Terus ini mau lanjut lagi mbak?*(That was our students here. So, would you like to continue?)*

- R : Iya pak, melihat datanya saya rasa belum cukup kuat, mesti diperkuat. (*Yes, Sir. Looking back to the data, it was not strong enough to be used as data, it should be strengthen*)
- T : Ya (*Yes*)

Interview 23 (Evaluation)

Date : March 27th, 2014

Time : 09.00

Place : Library

R : Researcher

T : The Collaborator

- R : Bagaimana untuk implementasi ketiga hari ini? (*How about the third implementation today?*)
- C : Siswa terlihat menikmati, saat kegiatan information gap nya tadi. Walaupun kelas menjadi ramai, tapi sangat melatih siswa dalam kemampuan berbicara dan mendengarkan. (*The students enjoyed the information-gap activity. Although the class became noisy, but it developed the students' ability on speaking and listening*)
- R : Bagaimana dengan interaksinya? (*How about the interaction?*)
- C : Siswa juga tertarik dari awal, menggunakan media listening tadi. Walaupun mungkin mereka masih berusaha menerka isi dari dialog tapi siswa sudah mau mengerjakan. Siswa juga mau berinteraksi dengan teman, mau pun guru pada saat diskusi. (*The students were interested in the listening media used. Although they still tried to get the content of the dialog, but they want to do the task. They wanted to do interaction with friends and also with teacher in the discussion session*)
- R : Kalau dalam diskusi kelompok? (*What about in group discussion?*)
- C : Ya, secara keseluruhan sudah bagus. Mereka berdiskusi jawaban. Tetapi beberapa siswa belum mau bekerja dengan siswa tertentu. Jadi kurang termotivasi dalam mengerjakan. (*Overall, the group discussion was good. The students joined in the discussion. But some of them still did not want to work with certain students. So, they were not motivated to do the task*)

Interview 24 (4th Meeting)

Date : March 29th, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Utami)

- R : Bagaimana pelajaran bahasa Inggrisnya? (*How was your English lesson?*)
- S : Menyenangkan Miss (*Exciting, Miss*)
- R : Senengnya bagian apa? (*Which part did make you excited?*)
- S : Pas tadi lho miss, suruh gambarin ruang tamunya Putri (*When drawing Putri's living room*)
- R : Gimana tadi, susah gak? (*How was it? Difficult?*)
- S : Lumayan sih miss, tapi le mendeskripsikan kalau bahasa Indonesia gampang, kalau bahasa Inggris harus sambil lihat contohnya. Terus tadi kan sama Putri salah – salah tempate, dadi mbusak mbusak gambare miss. (*It was quiet difficult. If describing in Indonesia, it was quiet easy. But when using English, we had to do it while looking at the example. Putri made mistake on placing the thing, so we had to erase some times*)
- R : Tadi pas berpasangan menulis nama ruang tadi sama siapa? (*With whom did you work when naming the rooms?*)
- S : Sama Galih miss, sama Sintia juga (*With Galih, Miss, and Sintia too*)
- R : Gimana rasanya kerja gak bareng sama temen semejanya? (*How did you feel when working with friends who are not your desk mate?*)
- S : Biasa wae sih Miss, untung pada mau ngerjain. (*It was same. They wanted to do the task*)
- R : Tadi Sintia Miss masukin ke grupmu keberatan gak? (*Did you mind when Miss put Sintia in your group?*)
- S : Jane iya sih miss, tapi gak papa, temen – temen itu pada gak suka lho sama dia. (*Actually, yes. But it was okay. My friends did not like her.*)
- R : Lhah kenapa? (*Why?*)
- S : Biasa Miss, masalah cowok, padahal dia murid baru. (*It was usual, boy matter although she was new student here*)
- R : Tapi gak papa kan sekarang? (*But now, was it okay?*)
- S : Gak papa miss, wong Sintia ya mau ngerjain. (*It was okay, because Sintia wanted to do the task*)
- R : Sip deh (*great*)

Interview 25 (4th Meeting)

Date : March 29th, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Erni)

R : Tanya – tanya bentar ya. (*May I ask you for a while?*)

S : Iya Miss, (*Yes, Miss*)

- R : Hari ini belajar bahasa Inggrisnya gimana? (*How was your English today?*)
 S : Ya seneng miss. (*Happy, Miss*)
 R : Senengnya karena apa? (*Why are you happy?*)
 S : Tadi miss, gambar ruang tamunya Luthfi, (*When drawing Luthfi's living room*)
 R : Bisa gak tadi? (*Could you do that?*)
 S : Lagi gambar meja sama kursi aja miss, lha raiso gambar je Miss (*I just drew the table and chair. I could not draw well, Miss*)
 R : Lha lainnya juga pada bisa lho tadi? (*Another could do it, right?*)
 S : Iya Miss, ndelok me Nilfa meh rampung, jur aku karo Luthfi yo arep ngrampungke, takon Nilfa barang mau Miss. (*Yes Miss. Seeing Nilfa's work would be finish, Luthfi and I wanted to finish the task. I also asked Nilfa.*)
 R : Lebih enakan tanya Nilfa atau Miss? (*Do you like asking Nilfa or Miss?*)
 S : Sama aja sih Miss, cuma Miss yo muter muter to mau. (*It was same, Miss moved around*)
 R : Iya, Miss kan ngecek temen yang lain. Ada kesulitan gak? (*Miss checked others' work. Is there any difficulty?*)
 S : Gak Miss, cuma tadi yang mbedain lampu gantung, berdiri, karo lampu meja. (*No, Miss. Only how to differentiate ceiling lamp, stand lamp, and table lamp*)
 R : Sekarang uda tau bedanya kan? (*Now you know the differences, right*)
 S : Iya miss, ternyata nek bahasa Inggris ki lampu we jenenge werno – werno. (*Yes, Miss. The English of lamp was varied*)
 R : Iya, makanya banyak latihan ya. (*So, you must have a lot of practice*)

Interview 26 (4th Meeting)

Date : March 29th, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Widi)

R : Widi, miss tanya – tanya sebentar ya. (*Widi, may I ask you?*)

S : Iya miss, tapi nek ra iso ra popo lho. (*Okay Miss, but when I could not answered, I m sorry*)

R : Diwawancara aja kok. Gimana belajarnya hari ini? (*Only interview. How was your English today?*)

S : Seneng Miss, menyalurkan hobi gambar, haha (*Happy, Miss. Facilitate my hobby.*)

R : Tadi menggambar ruang tamunya siapa? (*Whose living room did you*

draw?)

S : Punya Galih Miss, *(Galih, Miss)*

R : Bisa gak tadi gambarnya?*(Could you do it?)*

S : Ya bisa Miss, *(Yes, I could)*

R : Ada kesulitan untuk hari ini?*(Was there any difficulty?)*

S : Gak sih Miss, cuma le mengungkapkan tadi, nek bahasa Indonesia ya gampang. Jadi mau rodo lama menyusun kata – katane*(Actually, No. It was only how to express in English. If it was in Indonesia, it was easy. So, it took time to arrange the words)*

R : Banyak – banyak latihan ya.*(Have a lot of practice)*

S : Iya Miss.*(Yes, Miss)*

Interview 27 (Evaluation)

Date : March 29th, 2014

Time : 08.45

Place : Library

R : Researcher

T : Teacher

R : Bagaimana pak untuk penerapan information-gap hari ini?*(How was the implementation of information gap today?)*

T : Anak – anak terlihat senang, apalagi kayak Arif, Galih, Widi, yang cowok – cowok hobi gambar, mereka menyalurkan bakat mereka, walau hanya menggambarkan ruang tamu temannya. *(The students were happy, especially Arif, Galih, Widi, the boys who have drawing as their hobbies. It facilitated their talent on drawing, although they only draw their friends' living room)*

R : Iya Pak, tadi gambaran mereka juga lumayan bagus – bagus.*(Yes, Sir. The pictures were quiet good)*

T : Ya, bagus kok, untuk progress mereka dalam mau terlibat di aktifitas.*(It was good too for their progress in involving their self in the activity)*

R : Apakah kegiatan ini membantu siswa dalam aktifitas selanjutnya?*(Did this activity help them in the next activity?)*

T : Kalau membantu sih jelas membantu, selain untuk latihan speaking, siswa juga dilatih untuk menggunakan preposisi dan vocab juga. Nanti kan pada akhirnya mereka diharuskan bisa menuliskan teks deskriptif.*(If helping, it really helped. Besides as speaking practice, they were trained to use preposition and vocabularies. Because in the end, they have to be able to write a descriptive text)*

R : Kira – kira ada saran mboten pak untuk hari ini?*(Is there any suggestion for today?)*

- T : Sudah bagus kok mbak, tadi di awal sudah dikasih contoh deskriptif, dikasih vocabnya juga, preposisi, sama latihan yang gap tadi, saya rasa anak sudah lumayan punya bekal untuk menuliskan kalimat deskriptif walau belum dalam paragraf utuh. (*it was quiet good. They were given example of descriptive text in the beginning, given preposition, gap practice, I think the students have things for writing descriptive sentence, although it was not in a whole paragraph*)
- R : Iya pak. Kalau untuk siswanya sendiri gimana? (*What about the students themselves?*)
- T : Kalau siswa ya sudah mau mengikuti pelajaran ya sudah bagus. Walaupun memang untuk bertanya masih jarang, tapi untuk interaksi dengan teman saat mengerjakan aktifitas, sudah cukup bagus. (*It was good, the students wanted to join the lesson. Although the ability in asking question was rare, the interaction with another student in doing the task was quiet good.*)
- R : Iya pak, sudah mau mengerjakan semua alhamdulillah. (*Right. All of them wanted to did it.*)

Interview 28 (Evaluation)

Date : March 29th, 2014

Time : 08.45

Place : Library

R : Researcher

C: Collaborator

- R : Bagaimana penerapan information-gap hari ini? (*How was the implementation of information gap today?*)
- C : Anak – anak benar benar tertarik. Interaksi siswa nya bagus, terutama dalam kegiatan menggambar tadi. Siswa saling mendeskripsikan ruang tamu. (*The students were interested. The interaction was good, especially in the drawing activity. The students described the living room each other*)
- R : Bagaimana dengan partisipasi siswa? (*How about students' participation?*)
- C : Siswa sudah terlibat dalam diskusi, mau menjawab, merespon perintah guru dengan baik, dan tentunya mau mengerjakan tugas dengan baik. (*The students were involved in the discussion, wanted to answer, responded teacher's instruction properly, and of course, wanted to do the task splendidly*)
- R : Kira – kira ada saran? (*Is there any suggestion?*)
- C : Sudah bagus kok. Mungkin meningkatkan control pada siswa saja dan membangkitkan motivasi mereka. (*It was good. It is better to control the students and build their motivation.*)

Interview 29 (5th Meeting)

Date : April 3rd, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Utami)

S : Interview lagi Miss? (*Interview again?*)

R : Iya, bentar saja ya. Hari ini belajar bahasa Inggrisnya gimana? (*Just a minute. How was your English today?*)

S : Seneng miss, selalu seneng kalau sama Miss. Hehee (*Happy Miss. I am always happy learning English with Miss.*)

R : Yang mana yang buat seneng? (*Which part did make you happy?*)

S : Semua miss, pas ngisi koran, mendengarkan juga. (*All of them. Filling the newspaper, listening too*)

R : Tadi tau berita yang Miss sampaikan? (*Do you know what news did Miss Rahma tell?*)

S : Iya miss, sok mendengarkan berita, tapi gak tau lengkape. (*Yes, Miss. I have ever heard, but it was not complete*)

R : Terus sekarang sudah faham? (*But now you understand, right?*)

S : Sudah ya miss, (*Yes*)

R : Kalau yang acting jadi pembaca berita tadi? (*How was acting as news anchor?*)

S : Susah mbacanya miss (*It was hard on the reading*)

R : Tadi kan udah bareng – bareng? (*We had practiced that together*)

S : Tapi jur lali miss (*Then I forgot*)

R : Banyak latihan saja. (*Need a lot of practice*)

S : Iya miss (*Yeah*)

Interview 30 (5th Meeting)

Date : April 3rd, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Lania)

R : Dik, miss tanya – tanya tentang pelajaran tadi boleh ya sebentar? (*May I ask you for a while related to the English lesson?*)

S : Iya miss, tanya apa? (*Yes Miss, please*)

R : Masih inget bahasa Inggris ini tadi ngapain aja? (*Do you still remember*

about did you do in the English lesson?)

S : Membaca berita miss di depan kelas, terus ngisi koran tadi(*Reading news in front of the class, and filling the newspaper*)

R : Perasaan dik Lania pas maju membaca sendiri tadi gimana?(*What do you feel when coming in front of class reading the news?*)

S : Ya biasa Miss,(*it was usual*)

R : Tadi PD gak mbaca di depan?(*Did you feel confident reading in front of the class?*)

S : Ya lumayan sih Miss, sekarang jadi sering berbicara bahasa Inggris sejak ngisi yang bolong bolong dari Miss.(*It was quiet confident Miss, since we often speak English when filling the blanks, Miss*)

R : Iya, siph deh. Ada kesulitan?(*Great. Is there any difficulty?*)

S : Ya paling cara membacanya Miss, sama kosa kata artinya itu lhooo(*The way of reading and the meaning of the vocabularies*)

R : Banyak – banyak membaca makanya. Hehe(*Need reading a lot*)

S : Iyo wis Miss, uwis ya Miss.(*Okay*)

R : Iya, makasih ya(*Thank you*)

Interview 31 (5th Meeting)

Date : April 3rd, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Novandi)

R : Dik Novandi, interview bentar ya?(*Novandi, may I do an interview?*)

S : Aku Miss? (*Me?*)

R : Iya, gak papa. Oh iya, tadi dik Novandi pas baca kelihatannya percaya diri ?(*It is okay. When you are reading, you look confident, right?*)

S : Yo kan wis latihan Miss, tadi tanya Miss juga pronunciationnya, tanya Agung juga kalau lupa.(*We had done practice and I ask you about the pronunciation. I asked Agung too if I forgot*)

R : Pantes bagus. Kira kira hari ini belajar bahasa Inggrisnya gimana?(*Of course, you were good. How was your English lesson today?*)

S : Seneng lah Miss(*Happy, Miss*)

R : Seneng bagian apa?(*which part did make you happy?*)

S : Ngomongin pembunuhan, terus tadi ngisi koran koran(*discussed about murder, then filling the newspaper*)

R : Tadi mudah kan? (*Was that easy?*)

S :Iya Miss, mirip yang iklan kemarin, malah lebih mudah.(*Yes, that was. It*

was similar with the previous advertisement, instead easier)

R : Siph kalau gitu.(*great*)

Interview 32 (Evaluation)

Date : April 3rd, 2014

Time : 08.45

Place : Library

R : Researcher

T : Teacher

R : Bagaimana pak untuk pembelajaran hari ini?(*How was today's lesson?*)

T : Ya, lumayan. Soalnya sesuai dengan kurikulum mbak, siswa belajar speaking, walau memang hanya membaca, karena kemampuannya masih begitu, kalau sudah beberapa kali, nanti mereka sudah bisa menyusun sendiri.(*It was not bad. It agreed with the curriculum. The students learned speaking although they were only reading. It was because their competence still on that. Maybe if it is done some times, they can arrange by themselves*)

R : Kalau untuk partisipasi siswa dalam diskusi gimana pak?(*What about the students' participation in the discussion?*)

T : Topik sudah bagus, sesuai dengan umur dan situasi saat ini, pembunuhannya Ade Sara, siswa juga mengetahui jadi mereka bisa ikut berdiskusi dan merespon, walau terkadang masih menggunakan bahasa Indonesia atau Jawa. Tapi mungkin beberapa ada yang belum tau, atau hanya sekilas, jadi mesti dipahamkan juga.(*The topic murder of Ade Sara was good, suitable for their ages and situation. They knew it, so they could join in the discussion and give response, although still used Indonesian or Javanese. But for some students who did not know or know in a hint, they must be given explanation*)

R : Kalau untuk information gap nya sendiri gimana pak?(*What about the information gap itself?*)

T : Ya sudah lumayan dari yang awal, cuma mengingatkan saja, biar mereka tidak lupa. Beberapa yang memang sudah paham langsung bisa, kalau yang belum, pasti ya agak lama, kayak Anggit begitu.(*It was better than the previous. It was good to remind them, so they did not easily forgot it. Some of them who understand could do it directly, but the other that did not understand, they were long, like Anggit*)

R : Tapi akhirnya tadi Anggit mengerjakan juga pak dengan Apri.(*But finally, Anggit wanted to do it with Apri, Sir.*)

T : Iya, untuk Anggit memang progressnya lumayan. Biasanya ngomong sendiri pas diterangin, sekarang juga sudah berkurang, kalau aktifitas

sekarang mau mengerjakan, kalau dulu gak mau. *(Right, the progress of Anggit was quiet good. He usually talks to their friends when teacher is explaining. It decreased. He wants to do the task now.)*

R : Iya pak, beberapa siswa seperti Arif, Anggit lumayan bagus progressnya. Kalau untuk yang cewek alhamdulillah juga bagus bagus. *(Right, Sir. Some of the students like Arif and Anggit had a good progress. For the female students, they were also great)*

T : Saya lihat itu Erni, Luthfi, memang juga sudah gak mbuka mbuka hape lagi *(I saw that Erni and Luthfi did not play with their hand phones again)*

R : Ya, pak *(Right, Sir)*

T : Kalau Erni itu sebenarnya pintar, kalau jawab dia pasti sering ngacung. Cuma kadang itu tadi. *(Erni is actually smart. They often raises her hand when answering question. It was just that's matter.)*

R : Iya pak, semoga ke depan bertahan seperti ini njih pak. *(Hope it will stay the same, Sir)*

Interview 33 (Evaluation)

Date : April 3rd, 2014

Time : 08.45

Place : Library

R : Researcher

C : Collaborator

R : Bagaimana untuk pembelajaran hari ini? *(How was today's lesson?)*

C : Ya, seperti biasanya, bagus. Siswa sudah terbiasa dan terlibat dalam diskusi kelas. Topik yang dipilih juga mengenai masalah remaja, jadi mereka dapat mengambil pelajaran. Saat terlibat diskusi, tentunya mereka berinteraksi, baik terhadap guru maupun sesama teman. *(As usual, it was good. The students were used to the activities. They were involved in the class discussion. The topic being chosen was about teenage conflict, so they could get the moral value. When involved in the discussion, of course they interacted, not only with the teacher, but also with another friends)*

R : Bagaimana dengan penerapan information gap? *(How about the implementation of information gap?)*

C : Ini mirip dengan yang pertemuan pertama. Ini terlihat lebih simple bagi mereka, karena hanya headline dan nama koran. Sehingga mereka tidak terlalu lama dalam berfikir. *(It was similar with the first meeting. It looked simpler for them because they only had to fill the headline and the name of the newspaper. So, they were not long at thinking the answer)*

R : Bagaimana dengan interaksinya? *(How about the interaction?)*

C : Ya dengan kegiatan tersebut siswa dilatih untuk berbicara dan dengan

begitu muncul interaksi. (*From that activity, the students were trained and from those, the interaction was appeared*)

R : Ada saran? (*Is there any suggestion?*)

C : Mungkin tidak. Siswa juga sangat percaya diri saat maju menjadi pembawa berita. Meskipun dengan pelafalan yang terkadang salah, tapi mereka sudah mau terlibat dalam aktifitas, dan mau berusaha. (*Maybe no. The students were confident when coming in front of the class acting as a news anchor. Although their pronunciation are sometimes wrong, they wanted to be involved in the activity, and they wanted to make some efforts*)

Interview 34 (6th Meeting)

Date : April 5th, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Merry)

R : Gimana pelajaran hari ini? Bosen gak? (*What about today's lesson? Bored?*)

S : Ya menarik Miss, jadi tahu HIV AIDS pas diskusi tadi. (*Interested Miss. When we did discussion I got to know HIV AIDS*)

R : Ada kesulitan gak untuk yang mengisi paragraf tadi? (*Was there any difficulty for filling the paragraph?*)

S : Cuma salah tulis miss, agak susah penulisan hehe. (*I just made mistake on the writing. It was difficult enough on the writing*)

R : Tadi juga mengoreksi pekerjaan teman ya? Gimana tadi? (*How was when you corrected your friends' work?*)

S : Iya Miss, ngoreksi punya Indah, ada beberapa yang salah. (*I corrected Indah's work. There were some of them that were wrong*)

R : Tadi kamu memberi tahu Indah bagian yang salah? (*Did you tell Indah the wrong one?*)

S : Iya Miss, katanya susah nulisnya (*Yes. She said that it was difficult on the writing*)

R : Oh begitu, makasih ya (*oh, I see. Thank you*)

Interview 35 (6th Meeting)

Date : April 5th, 2014

Time : 08.30

Place : X2 class

R : Researcher

- S : Student (Anggit)
 R : Bahasa Inggrisnya tadi gimana? (*How was your English lesson today?*)
 S : Seneng miss (*I was happy Miss*)
 R : Kenapa seneng? (*Why were you happy?*)
 S : Ngapalin cara bacanya (*Remembered how to pronounce it*)
 R : Yang didiktein temen tadi bisa? Sama siapa? (*what about the one being dictated? With whom did you work*)
 S : Sopo mau yo..... Luthfi Miss (*With whom..... Luthfi, Miss*)
 R : Tadi ngoreksi punya temen juga ya? (*Did you correct your friends' work?*)
 S : Iya, penulisannya ada yang kurang. (*Yes. The writing were wrong*)

Interview 36 (6th Meeting)

Date : April 5th, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Apri)

- R : Kalau diskusi, di kelas sama Miss Rahma tadi gimana? (*What about doing discussion in the class with Miss Rahma?*)
 S : Ya seneng Miss (*I'm happy Miss*)
 R : Tapi kok tadi angkat tangan telat pas Miss tanya? (*but, why are you late in raising your hand when Miss Rahma did eliciting?*)
 S : Lha sudah keduluan Miss, karang ngeleng eleng sikik Miss (*The other was too fast, because I still recalled it first*)
 R : Ow begitu, tapi berani jawab ya? (*But you are brave to answer it, right?*)
 S : Berani lah Miss. (*Of course, Miss*)
 R : Gak takut salah po? (*Aren't you afraid?*)
 S : Yo gak Miss, (*Of course not*)
 R : Tadi pas didikte sama temen ada kesulitan? (*When you are being dictated, is there any difficulty?*)
 S : Bisa sih, cuma penulisan, terus kalau pas mendikte temen ada beberapa yang lupa cara membacanya. (*I can do it. It is just only how to write it and how to dictate it to my friends, because I forgot the pronunciation of some words.*)

Interview 37 (6th Meeting)

Date : April 5th, 2014

Time : 08.30

Place : X2 class

R : Researcher

S : Student (Novi)

R : Miss cuma mau tanya belajar bahasa Inggrisnya tadi gimana? (*Miss just want to ask how was your English lesson?*)

S : Seneng banget miss (*Excited, Miss*)

R : Seneng kenapa? (*Why?*)

S : Nambah ilmu Miss (*Improve my knowledge*)

R : Seneng bagian apa? (*What part you are happy?*)

S : Itu lho Miss, yang ngisi paragraf melatih kita jadi tau kata – kata bahasa Inggris, asyik sih Miss. (*Filling the paragraph drilled us. So we can know English vocabularies. Excited*)

R : Ada kesulitan? Kan yang mbacain temennya. (*Is there any difficulty? Because your friend read it for you.*)

S : Ya bisa nulis Miss, walaupun ada yang salah, tapi kan lagi belajar Miss, jadi salah ya gak papa (*yes, I can write, although it was wrong, but I was still learning Miss, so mistake is alright*)

R : Tadi ditukar? Dikasih tau sama temen nya gak? (*Did you exchange the result? Did your friend tell you the right answer?*)

S : Iya Miss, tadi ditukar, dikoreksi. (*Yes, when being exchanged, it was corrected by another friends*)

Interview 38(Evaluation)

Date : April 5th, 2014

Time : 08.45

Place : Library

R : Researcher

T : Teacher

R : Bagaimana pak untuk pembelajaran hari ini? (*How was today lesson , Sir?*)

T : Temanya bagus, sesuai dengan umurnya. Tadi juga memakai gambar tentang HIV AIDS, siswa menjadi antusias. (*The theme was good, suitable with their age. The use of HIV AIDS picture made the students enthusiast*)

R : Untuk partisipasi tadi di kelas gimana pak? (*How was the class participation?*)

T : Siswa sudah tertarik dengan gambar, topik, tadi juga pas diskusi siswa mau menjawab. Dalam hal ini respon siswa bagus, siswa terlibat dalam diskusi kelas. (*The students were interested with the picture, and topic. They wanted to answer question in the discussion. Here, the students' responses were good. They were involved in the discussion*)

- R : Bagaimana dalam hal bertanya? (*How was about the asking aspect?*)
- T : Kalau untuk bertanya, memang siswa banyak bertanya terkait perintah atau pun kosa kata. Tadi hanya beberapa tanya seputar HIV AIDS yang terkait gambar. (*In asking question, some of the students asked about the instruction or vocabulary. Only few of them asked questions related to HIV AIDS' picture*)
- R : Kalau untuk information gap nya sendiri gimana pak? (*What about the information gap itself?*)
- T : Ya, bagus, itu sebagai sarana mereka latihan berbicara dan mendengarkan. Mereka tadi juga berinteraksi dalam hal memberikan *peer-correction* atau koreksi kepada temannya, walaupun memang masih menggunakan bahasa Jawa maupun Indonesia. (*it's great. It becomes the media for them to practice speaking and listening. They have interaction in giving peer-correction, although still using Javanese or Indonesian*)
- R : Iya pak, tadi siswa juga memberikan koreksi terhadap temannya. (*Yes, Sir. They gave correction to their friends*)
- T : Iya sudah bagus mbak. Berarti ini juga sudah selesai njih. (*That was good. So, the research is over, right?*)
- R : Iya pak, (*Yes, Sir*)
- T : Sukses mawon, nanti kalau butuh bantuan bisa kesini lagi (*Success for you. If you need any help, you may come here again*)
- R : Nggih pak. (*Sure*)

Interview 39 (Evaluation)

Date : April 5th, 2014

Time : 08.45

Place : Library

R : Researcher

C : Collaborator

- R : Bagaimana penerapan information gap untuk hari ini? (*How was the implementation of information gap today?*)
- C : Untuk informasi gap nya, siswa terlihat serius dalam mengerjakan aktifitasnya. Walaupun memang kadang – kadang pengucapannya salah. Tapi mereka berusaha memenuhi paragraf yang kosong. Bagaimana menjelaskan penulisan juga. Sehingga dalam hal tersebut mereka juga berinteraksi dengan teman. (*For the information gap, the students were looked serious in doing the activity, although sometimes they mispronounce some words. But they tried to fulfill the blank paragraph. They also explained how to write it to their friend. So, in that case, they interacted with*)

friends)

R : Bagaimana perubahan interaksi hingga hari ini? (*How was the progress of the interaction till today?*)

C : Banyak sekali yang berprogress. Yang signifikan sih, untuk yang awalnya, siswa suka berbicara dengan teman, tapi tidak terkait materi. Tapi sekarang, mereka berbicara dengan teman terkait materi dan menggunakan bahasa Inggris. Selain itu, siswa sekarang mulai menyukai bahasa Inggris, mau masuk kelas, dan terlibat dalam aktifitas. (*There was a lot of progress. The most significant was, when in the beginning the students talked with friends about unrelated material. But now, they talked to their friends related to the materials and used English. Besides, they are now interested to English,. They wanted to come to the class and were involved in the activities*)

R : Bagaimana dengan interaksi siswa ke guru? (*How was the Student-Teacher interaction?*)

C : Kalau dibilang interaksi sih saat diskusi, saat menjawab pertanyaan. Kalau untuk bertanya, mungkin belum ada yang mereka tanyakan sebelum mereka menemui masalah. Mereka bertanya memang hanya sekedar tentang vocabulary dan perintah. (*If it was interaction, when they were in the discussion, and answered the question. If asking, they were asking if they found problem. They only asked about the vocabulary and instruction*)

APPENDICES

D. Fieldnote

FIELD NOTE 1

Date : February 22th, 2014

Time : 07.30

Place : TU's office

In the previous day, the researcher had texted the headmaster, MrWitarso about the research. He gave permission and asked her to give the permission's letter to TU's office and meet the English teacher. She gave the letter and proposal to Mrs. Mela, one of the officers. MrWitarso asked her to meet him the other day, because he was sick.

FIELD NOTE 2

Date : February 22th, 2014

Time : 08.00

Place : Teacher's room

The researcher went to school and met the English teacher, Mr. IzEndriAkhsan, S.Pd. She discussed the class being the subject. The teacher gave her opportunity to use X2 class as the subject of the research. The English class subject is on Thursday and Saturday at 07.00 – 08.30 a.m. They also discussed the day for the observation. He allowed her to come to X2 class on Thursday, February 27th, 2014 at 07.00 a.m to do observation.

FIELD NOTE 3 (Observation)

Date : February 27th, 2014

Time : 07.00 – 08.30

Place : X2 classroom

The teacher and the researcher went to the class by bringing some books (Look Ahead). The class consisted of 23 students. The teacher started the lesson by telling that they were going to learn descriptive text without carried out routine

activities such as greeting, checking attendance, or leading a prayer. The class was so noisy.

In the beginning of the lesson, the teacher asked to the students about the definition of “description”, but no one answered. Finally, he explained about the definition. He started the class by pointing out to president’s picture above the white board. He asked the students to give some words related to the picture. Only one or two students gave the words.

Then, heshowedhand puppet (frog). He elicited response from the students. He asked them to describe the doll. There was only one or two students who could mention some descriptions. Other students did not pay attention to the teacher. They talked with other students or sang a song. They also played hand phone. They drew something on a paper. They also did homework in the class. Some of them kept silence. The teacher ignored them.

After he used the doll, he asked the students to open the book (Look Ahead). The book was only 12 books, one book for one table. He asked the students to see some pictures of animals there. Then he wrote some sentences (Bird’s description) on the white board. He invited the students to translate what he had written. Again, there was only one or two students dominating the class.

The teacher explained the language features and wrote the formula. The students did not listen to the teacher. Some of them played small flashlight and made noise. Sometimes, the teacher asked them to keep silence, but they still did it.

The teacher gave them a sheet containing two descriptive texts and explanation about descriptive text. The activity in the class was only translating the texts together. There was no self-production activity there.

The students only saw the text without doing the task. They were not enthusiastic on the teaching and learning. When the students did the task, the teacher did not move around to check students’ work.

The teacher still discussed the grammar until the end of the lesson. He did not summarize or conclude the lesson.

FIELD NOTE 4

Date : February 27th, 2014

Time : 09.00

Place : Library

The researcher discussed the problem with the teacher. She also offered the technique to solve the problem. The teacher agreed and gave permission to the researcher to implement it.

FIELD NOTE 5

Date : February 27th, 2014

Time : 09.30

Place : Headmaster's office

The researcher met the headmaster, MrWitarso. She met him to talk about the permission directly. Again, he allowed her to do the research in SMA N 1 Srandakan for certain weeks she needed. For further things, he asked her to talk and meet the English teacher.

FIELD NOTE 6 (1st Meeting)

Date : March 6th, 2014

Time : 07.00 – 08.30

Place : X2 classroom

The researcher went to the class at 06.55. She prepared the equipment until the bell rang. She set the recorder in the corner and waited for the English teacher, and the collaborator. She asked two students to borrow some dictionaries from the library. The class began at 07.05. Some of the students were late.

She began the class by greeting the students and checking attendance.

“Good morning everybody? “, she greeted.

“Good morning“, replied all the students.

“How are you today“, asked the teacher.

“I'm fine. Thank you. And you? “, answered all the students.

“I'm fine too. Who is absent today? “ said the teacher.

“Nihilmbak”(*no one’s absent Miss*), answered some of the students.

“Okay, so no one is absent today”, corrected the teacher.

After that, she introduced herself and leaded a prayer.

“Well, let me introduce myself. My name is NurRahmawati. You can call me Miss Rahma. I will be your English teacher for some weeks. So, don’t be afraid in learning English with me. Okay?”, said the teacher.

“Okay!”, replied all the students.

“Good. To start our lesson today, let’s have a short prayer, shall we “, said the teacher.

The students were silent during the prayer.

She then also told what is going to be learnt that day. The material for that day was advertisement focused on Job vacancy. To brainstorm the students’ idea, she asked some questions related to advertisement and job vacancy.

“Do you know advertisement?”, asked the teacher.

“Iklan, Miss”(*advertisement Miss*), replied one or two students. The others were silent.

“Well, have you ever read newspaper?”, asked her.

“Yes, “, replied the students.

“What did you find there?”, asked the teacher.

The students were silent. She then changed the questions into Indonesian.

“Apa yang kalian temukan di koran?”(*What did you find in the newspaper?*), asked her.

“Berita” (*news*) ,answered some of the students.

“Good, News. What else?”

“Miss, miss, jadwalkereta”(*train schedule Miss*), shouted one of the students.

“Yeah, that’s right, train schedule. What else?”

“Twenty one, Miss”, shouted Widi.

The other students were laughed.

“Okay Widi, movie schedule. Is there another?”

“Iklan Miss”(*advertisement Miss*), said some of the students.

“Great. Advertisement. Have you ever read or see that?”, asked the teacher.

“Yes”, “Ya”(*yeah*), replied the students.

“Well, we are going to learn about advertisement today, especially about job vacancy”, said the teacher.

The teacher then explained the component of job vacancy. She then put out a big picture of job vacancy and stuck it in the white board.

“Job vacancy. There are four main parts in the job vacancy. The first is the headline. It is used to present what is being advertised and attract people’s attention. Can you find the headline in the picture?”, explained the teacher.

“ Yes. JOIN US NOW”, said the students.

They paid attention to it. She discussed the part of the job vacancy, social purpose, the related vocabulary, and the sentence structure.

The class was continued by doing activity 1. She asked them to work in group consist of three to four students. They had to arrange some parts of job vacancy into a good order. The students worked in group and did the task.

“Ikisikikyourutane”,(*this is the order*) said Indah.

“Uduyo, ikilogonesikngisorurutane”,(*No, this logo was below*) said Erni.

Then they exchanged the answer with another group and did peer-correction.

After that, she implemented information-gap activities. They had to work in pairs. They sit face-to-face. She told the instructions and gave the example. The students were confused.

Some of them asked “Miss, iki pie? Akura dong”(*How to do this, Miss? I don’t understand*). Then she gave them explanation on how to do the activity. She asked two students to come in front of the class to be the model.

She also had to check one by one and made sure that every student was understood. The students did practice the activity.

“See anything in the newspaper?”, said Sintia.

“Gekkowejawab”(*please you answer it*), said Sintia to Erni.

“Sik, sik. There is a help-wanted ad for waitress.” (*wait*), replied Erni.

“How much does it pay”, asked Sintia.

“Eight twenty five dollars per hour plus tips. Have to be friendly and outgoing”, answered Erni.

“Le nulisbayare pie”, (*how to write the salary?*) asked Sintia

“Delapantitikdua lima nei dollar”, (*eight point twenty five and give it dollar symbol*) answered Erni.

But some of them only copied the answer from their friends.

The next activity was finding the meaning of some vocabularies related to the job vacancy. They had to work in pairs and found the meaning. The dictionaries were limited, so they could not work maximal.

After few minutes, she asked them to write the answer on the white board.

“Who wants to write the answer on the board? Please come in front of the class”, asked the teacher.

The students one by one went in front of the class to write down the answer without being pointed. She then discussed the meaning in front of the class.

Because the time was up, the last activity, answering some questions related to the job vacancy, was used as home work. She summarized and concluded the lesson.

FIELD NOTE 7 (2nd Meeting)

Date : March 8th, 2014

Time : 07.00 – 08.30

Place : X2 classroom

The R went to the class at 06.55, set the recorder and waited until the bell rang. The Ss were not ready. Then the teacher started the class by greeting, checking attendance.

“Good morning everybody? “, she greeted.

“Good morning Miss“, replied all the students.

“How are you today”, asked the teacher.

“I’m fine. Thank you. And you? “, answered all the students.

"I'm fine too. Who is absent today?" said the teacher.

"No....", answered some of the students.

"Okay, so there is no one absent today", corrected the teacher.

She opened the class by leading a prayer. The students were silent during the prayer. She started the class by showing some pictures of job. She asked the Ss to pay attention to the picture by saying "Okay, everybody please look at this picture". Then she elicited the students' response.

"Do you know what picture this is?", asked the teacher.

"Police", answered some of the students.

"Policeman", restated the teacher. "Do you know where does he work?", asked the teacher.

"Di jalan, Miss", (*in the street Miss*) said one of the students.

"Okay, Policeman works in the street", corrected the students answer and wrote the sentence in the whiteboard.

"Is there any one who would be a police man?", asked the teacher.

"Sesuk Miss, bojokutakpolisi", (*In the future, I will marry a policeman*) shouted Erni.

"What about doctor?", asked the teacher again.

Then one of the students raised her hand.

Because one of the students was silent, the teacher asked him.

"What about you Novandi, what would you like to be?"

"Teacher", answered Novandi.

"Good, Novandi would be a teacher", repeated the teacher.

"Weiiiiii.....", shouted some of the students.

"What about you Arif?", asked the teacher again.

"Juragandoro Miss" (*owner of pigeon business, Miss*), shouted Indah.

"Maybe chef or firefighter?", offered the teacher.

"Yes", said Arif.

"Do you know firefighter?", asked the students.

"Fire api Miss", said Merry

"Wo...pemadamkebakaran Miss", (*that is fire fighter, Miss*) said Widi

After that, she then elicited some job's names based on the workplace such as hospital and school.

"Can you mention some jobs that can be found in our school?", elicited the teacher.

"Teacher", said Novi

"Tukangkebun", (*gardener*) said Luthfi.

"Ok, Gardener, what else?" asked the teacher.

Some of the students were thinking.

She then played an audio. The students had to pay attention to some vocabularies on the audio. While listening to the audio, they were silent. She then discussed the important vocabularies by eliciting students' response.

The next activity was group activity. She divided the group into 7 groups. The students had to decide the workplace of some jobs there. After the activity done, she discussed the answer with the whole students.

The next activity was information gaps. The students still worked in the same group. They got a picture. They had to hide the picture and asked the friends to guess. To make the students understand to do the activity, she asked one of the students to be the volunteer, and one of the student come to the class.

" So class, I have one picture and Indah also has one picture. I have to describe the picture, so Indah has to guess. For example : I work in the hospital. I help doctor in treating the patients. Who am I?.and Indah, could you guess?", said the teacher.

"Nurse", said Indah.

The students practiced that. The teachers moved around the class to monitor the students.

"Akusikikyo. I work in the kitchen. I cook food.",(*I'm first. I work in the kitchen. I cook food*) said Niken.

"Gampang.Chef to", (*Easy. It must be chef*) said Novi

"Next, Aprisaiki"(Next, it's Apri turn), said Niken.

"siksik, kertasemaundi. ", (*wait....where is the paper*) said Apri.

"I work in the office. I catch the burglar. Who i am?", continued Apri.

She corrected the students.

“Who am I?”, said the teacher.

The last activity, the Ss had to listen to an audio. They had to choose the correct picture based on the audio. The students were silent during the listening section.

The time was up. She asked the students to submit the paper and summarized the lesson.

FIELD NOTE 8 (3rd Meeting)

Date : March 27th, 2014

Time : 07.00 – 08.30

Place : X2 classroom

The researcher went to the class at 06.55. The students were late. The class started at 07.10 a.m. The material was advertisement. The R started the lesson by doing routines such as greeting, checking attendance, and leading prayer. There was no students who was absent.

“Good morning everybody? “, she greeted.

“Good morning Miss“, replied all the students.

“How are you today?”, asked the teacher.

“I’m fine. Thank you. And you? “, answered all the students.

“I’m fine too. Who is absent today? “ said the teacher.

“No one”, answered some of the students.

She then asked some questions related to their holidays. They had a week-holiday.

“How was your holiday?”, asked her.

“Seneng miss”, (*happy Miss*) replied some of the students.

“Oh, you were happy, right? Where did you go?”, followed the teacher.

“Mudik miss” (*back to my hometown Miss*), answered Okta

“Dolan Miss” (*have a walk Miss*), said the other students.

“So, Octa, you were back to your home town“, restated her.

She recalled the previous material about advertisements. She then explained the goal of today’s class.

“Do you still remember what we had learnt last two weeks?”, asked the teacher.

“Advertisement”, answered the students.

“What is structure of advertisement?”, asked her.

“Headline”, said Merry.

“Sub head”, said Putri.

“Body”, said Utami.

“Closing”, said Dista.

“Great. Today we are going to learn how to write or design an advertisement.”, said her.

She gave an example of advertisement related to house or apartment. They discussed the example together with the sentence structures, and vocabularies. The students were involved in the discussion.

“Well, please pay attention to this picture! Have you ever seen this kind of advertisement around you?”, asked the teacher.

“Yes..”, said the students.

“Where did you find it?” asked the teacher.

“Koran”, said some of the students.

“Newspaper”, said another student.

“Right. Do you know this part?”, asked the teacher again.

“Headline”, answered some of the students together.

“That’s right. What is the purpose of headline?”, asked the teacher.

“Judul, Miss”, said Lutfi.

“Uhm. So, the headline is used to present what is going to be advertised. Jadi, dengan melihat headline, kita tau itu tentang apa.”, explained the teacher.

After giving example, the teacher asks the students to work in pairs. The first activity was group work activity. They had to work in group consisted of 3

students. After analyzing the generic structure, they did peer-correction. They exchanged the group results each other. They gave the other groups correction. After that, the teacher asked two students from different group to present the result. There were two students, Anggit and Apri, went in front of the class without being pointed.

The second activity was giving name to some rooms in a house. The students had to count from 1-11. They who got the same number should sit together. Some of them felt surprised when a girl got a boy partner and vice versa. There was a student who gets a partner they dislike. She would not sit together. Finally, the teacher asked a student from another group who consist of 3 students to move with them. After the students did the task in their group, they are asked to write their answer in the board. One by one, the representative of each group went in front of the class voluntarily.

The next activity was information gap activity. She divided the class into two big groups. She asked the students to stand (back-back) together in the back of the class in their group. They were interested to the activity. They wanted to speak and read what card they got. They enjoyed the activity so much.

“I work at the shopping center and prefer to walk to work. I can pay up to 650 dollars a month”, said Okta

“Me, me. Luxury one bedroom. Five minutes from shopping center. Hardwood floors, free heat. 650 dollars per month. 5557154”, shouted Agung.

Moreover, when they got their partner, their friends would cheer them.

“CieWidikaroSintia”, cheered some of the students.

“Rapopo.Kanmukiklane.”, said Widi.

After that, they had to design an advertisement based on the picture provided. Because the time was up, the activity would be continued as home work.

FIELD NOTE 8 (4th Meeting)

Date : March 29th, 2014

Time : 07.00 – 08.30

Place : X2 classroom

The researcher went to the class at 06. 55. She set the recorder and prepared the paper. The students went to the class. Some of them were late.

She began the class by doing routines such as greeting, checking attendance and leading prayer. The students followed the routines nicely. She also asked the students about the homework and asked them to submit it.

The students were involved in the discussion during brainstorming process.

“What we have learnt last two weeks?”, asked the teacher.

“Iklan” (*advertisement*), said some of the students.

“Yeah, advertisement. About?”, asked the teacher.

“Rumah Miss, “ (*House, Miss*) said some of the students.

“House”, said another student.

“Apartemen”, (*Apartment*) said another student.

“Can you remember, what kinds of room are there? Anyone wants to mention? Raise your hand!”, asked the teacher.

There are some students raised their hands. The teacher pointed one of them.

“Okay, Lania what are they?”, asked the teacher.

“Bedroom, bathroom, kitchen, living room, ruangmakan,” (*bedroom, bathroom, kitchen, living room, dining room*) said Lania.

“Good. Living room. Semua di sinipunyaya?” (*Good. Living room. every body here has living room, right?*), said the teacher.

“Punyaaaa...” (*yes, i have*), answered the students together.

“Do you know what are in your living room?”, asked the teacher.

“Sofa”, said a student.

“Table,” said another.

“Jam dinding,” (*clock*) said another.

“Great. So today, we are going to learn how to describe our living room. “

Then she recalled the students' understanding about descriptive text. She also gave example of descriptive text about living room. As the first activity, the students together with the teacher discussed the text with the generic structure, vocabularies, prepositions, and sentence structures.

After that, the students did the next activity. They had to work in pairs to match the pictures with the vocabularies. They were the thing in the living room. She asked two students to borrow dictionaries from the library. They had to discuss the answer with their partner.

“Nomer 2 ikiopobal? Podopodo lampulho? “, (*What is number 2 Iqbal? Both of them are lamp*) asked Ayu to Iqbal.

“Nek stand kirakngadeg to, sikduwuriki, paling iki table lamp”, (*It must be stand lamp because it stands on the floor, whereas the above must be table lamp*) said Iqbal.

“Wo, hoohyo Bal. Iki table lamp.”, (*You are right Bal. It is table lamp*) said Ayu.

After 10 minutes, they discussed the answer together. She asked the students to raise their hand to answer.

“Okay, do you know what is picture number 1? Raise your hand!”, asked the teacher.

Some of the students raise their hands and answer the questions one by one.

The next activity was about the use of preposition. The students had to put the correct prepositions based on the picture. The students did the task in pairs. When they did the task, one of the students asked question. She then explained the differences.

“Mbak, bedanya in sama on apambak?”, (*What is the different between IN and ON Miss?*) said Putri.

“Jadi, on digunakan untuk benda yang menempel atau satugaris lurus, sedangkan in untuk benda yang ada di dalam. For example, lampu yang menempel, kita bisa menyebutkan : There is a lamp on the wall. Tapi kalau in, there are some flowers in the vase ”, (*So, ON is used for object which stick on or in line, while IN*

is used for object inside the other object, for example, lamp which sticks on wall, we can say : there is a lamp on the wall. But for this, there are some flowers in the vase) answered the teacher.

“Owbeginu”, (*oh..I know*) said Putri.

The teacher then discussed the answered together.

After that, the students did information gap activity. They had to listen and draw based on his or her friend’s description about his/her living room. She gave example by asking one of the students to come in front of the class. Finally, the students did it by themselves in pairs. They looked enthusiast on doing the task.

In the end of the lesson, they had to write what their friends had described. Because the time was up, the task was continued as homework. She concluded the lesson and ended the class.

FIELD NOTE 9 (5th Meeting)

Date : April 3rd, 2014

Time : 07.00 – 08.30

Place : X2 classroom

The researcher went to the class at 06.55 a.m. She then prepared the recorder and the materials. She waited until the bell rang. The two collaborators went to the class. So did the students.

She carried out routines such as greeting, checking attendance, and leading prayer. Arif was absent that day.

“Good morning everybody? “, she greeted.

“Good morning Miss“, replied all the students.

“How are you today“, asked the teacher.

“I’m fine. Thank you. And you? “, answered all the students.

“I’m fine too. Who is absent today? “ said the teacher.

“Arif, Miss“, answered some of the students.

“What happened with Arif? Is he sick?“, asked the teacher.

“Don’t know, Miss“, said the students.

She started the lesson by asking some questions about recent news around them. The students looked very enthusiast in the discussion.

“Okay everybody, do you know what is the headline news this morning?” asked the teacher.

“Tsunami”, (*Tsunami*) shouted Ayu.

“Gempa”, (*earthquake*) shouted some students

“Do you know where did the earthquake happen?”, asked the teacher again.

“Amerika”, (*America*) said some students.

“Benua”, (*continent*) said another.

“Chili”, (*Chille*) said another student.

“Do you know when did it happen?”, asked the teacher.

“Kemarinpagi”, (*yesterday morning*) said some of the students together.

“So yesterday morning”, said the teacher.

She then told the goal of the learning that day. She also held discussion again. The students involved in the discussion. She gave the chance for the students to ask question and express their opinions.

“Today, we are going to talk about murder. Do you know murder?”, asked the teacher.

The students were silent for a while. Then one of the students shouted, “Pembunuhan” (*murder*).

“That’s right, today we’re going to discuss about the murder of Ade Sara. Do you know the news?”, asked the teacher.

“Yes.....”, said the students together.

“Mbak, dijelaskekronologine, kae pie to kejadiane?”, (*Miss, please explained the chronology of the murder*) asked Farida.

“Anyone knows?”, asked the teacher to the students.

“Dipatenijurdibuangmbak”, (*She was killed then the body thrown away*) said Novi

“Orayo, kaekidijebaksikkaropacaremantane, dijakketemu, jurdipateniningmobilkaromantane, jurdibuang”, (*No, she was trapped by the girl*

of her ex-boyfriend. She was invited by her ex then being killed, her body was thrown away) said Merry.

“Okay, that’s right Merry. So, Ade Sara was murdered by her ex-boyfriend and his girlfriend”, said the teacher.

To make the students understand the stories, the teacher played an audio (news) about it. The teacher asked them to pay attention to the news.

“Okay everyone, This is news item text. Please, pay attention to the news and try to understand it. Are you ready?”, said the teacher.

“Yess”, said the students.

The students pay attention to it. She then told that the audio belongs to news item text. She discussed the generic structure and the vocabularies used.

The next activity was information gap activity. The students had to get information from their friends about headline in certain newspaper. They had to work in pairs. They sit back-to-back. The students were more understand how to do it than the previous meeting.

After that, the students listened to certain news. They had to work in pairs to fulfill the missing words. While listening, they were silent. They talked occasionally in order to discuss the answer. The teacher then discussed the answer with the whole class. The students were involved in mentioning the answer.

The next activity, the students had to repeat after the teacher some words related to the text. They were enthusiastic. They spoke loudly. They were serious. After that, the teacher asked them to read by themselves one by one randomly.

The last activity was, that the students had to read the text they had fulfilled. They would act as a news reporter or news anchor. They will be assessed. So, they prepared carefully. The teacher gave them short time to do rehearsal. Someone who was ready may be the first. The teacher would not ask them to come to the class. They did it by themselves. She called the students occasionally. Most of them speak confidently.

The class was end due to the time up. All of them had presented the news.

FIELD NOTE 10 (6th Meeting)

Date : April 5th, 2014

Time : 07.00 – 08.30

Place : X2 classroom

The researcher went to the class at 06.55 a.m. She prepared the recorder. The students, and the collabolators went to the class when the bell rang. She began the class by doing class routines such as greeting, checking attendance, and leading a prayer. There are two students who were absent.

To start the lesson, she asked some questions to the students about HIV/AIDS. They were active in giving response.

“Is there anyone know what is HIV? Raise your hand!”, asked the teacher.

All the students were thinking, finding the meaning of HIV. Some of them raised their hands and shouted.

“Human titik titik Virus. Aduh lali mbak tengahe”, (*Human bla bla Virus. I forget the middle words*) shouted a student.

“Human Imun Virus”, shouted another student.

“Human Immunodefisiensi Virus”, shouted some girls together.

“Okay. That’s right. So, HIV is Human Immunodeficiency Virus”, said the teacher.

“What about AIDS?”, asked the teacher again.

“Ekuired Imuno Defisiensi Virus”, answered Utami.

“Acquired Immune Deficiency Syndrome”, corrected the teacher.

Then the teacher asked about many things that could cause HIV and AIDS and how to prevent it. She elicited answers from the students. They were enthusiast. She supported their answer by showing a big poster related to it.

“Do you know what is the cause of HIV and AIDS?”, asked the teacher.

“Gonta ganti pasangan”, (*Changing partner*) said Putri.

“Kae Nil, ora gonta ganti pacar”, (*Listen Nil, don’t change your boy friend very often*) said Erni to Nilfa.

“Eaaaaa”, cheered some of the students.

“How many time do you have boy friend Nilfa?Ten?Or more?”, asked the teacher to Nilfa with a smile.

“Akeh Miss kuiki” (*Many*), shouted some of the students.

“Well. So, because of sexual contact. What else?”, asked the teacher.

“Itu Miss, tukaran jarum suntik sik do pakai narkoba”, (*syringe ecxhange for people using drug*) said Sintia.

“Good Sintia. Syringe exchange. What else?”, asked the teacher.

“Transfusi Miss”, (*transfussion, Miss*)said Lania.

“Ok, blood transfussion.”, said the teacher.

She then elicited students response by asking some questions related to the way to prevent HIV and AIDS and explained some things that could not cause HIV and AIDS. The students paid attention to it. They were interested at the topic.

She then told the goal of the lesson. It was listening to spoken news item text. They should be able to identify spoken news item text. She recalled the previous materials about news item text.

As a practice, they have to work in pairs to decide which was the generic structure and paid attention to important vocabularies based on the audio. The recording played twice. They listened to it carefully. They were silent during the listening activity. The teacher then discussed the answer with the whole class.

After having a discussion, the teacher gave a sheet containing some words that related to the next activity. They had to repeat and practice the pronunciation of some words. The students followed the teacher enthusiastically.

“ Repeat after me. /tri:t.id/”, said the teacher.

“triitid”, repeated the students. and so on all the words were pronounced.

The teacher corrected the pronunciation if they mispronounced the words. She then asked them to read by themselves.

“/tri:t.id/”

“/'kri:t.i.k ə l/”

“ /-əʊnd/”

“/dr'nard/”

It would be use as a practice for the next activity. They had to work in a group consisted of three students. They would exchange information with their friends. They had to read the information their friends did not have. They looked happy and interested.

“Who has paragraph one?”, asked Ayu in her group.

“Me”, answered Iqbal quickly.

“Read please”, said Ayu again.

Then Iqbal read it slowly, hoped that Ayu would catch the words. After all the students finished, they had to exchange the sheet. They had to do peer correction each other. Some of them were shouted when they found that their friends work are wrong but they still gave the right answer.

The last activity was individual listening activity. They had to listen to the audio and fill the gap in. The audio was played twice. They listened to the audio carefully and silently. After twice playing, they had to submit the task.

In the end of the lesson, she summarized the lesson. She also thanked to the students for being cooperative in English class.

FIELD NOTE 11

Date : April 5th, 2014

Time : 10.00

Place : Headmaster's room

The researcher went to the headmaster's room. She thanked to the headmaster, MrWitarso, for the permission. He still gave chance to her if she needed anything for the research. The school would support everything for the research. He also asked if the research had finished, she should put the report in the library for improvement.

APPENDICES

E. Pictures

1. The teacher uses media in the class.



2. The students do information gap activities.





3. The teacher moves around to check students' progress and helps the students who got difficulties.



4. The students try to answer teacher's question in classroom discussion.



5. The students participate in groupwork.



APPENDICES

F. Letters



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0812a/UN.34.12/DT/II/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

20 Februari 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***IMPROVING ENGLISH CLASSROOM INTERACTION OF GRADE X STUDENTS OF SMA N 1 SRANDAKAN
THROUGH INFORMATION-GAP ACTIVITIES IN THE ACADEMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : NUR RAHMAWATI
NIM : 10202244004
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari – April 2014
Lokasi Penelitian : SMA N 1 Srandakan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP.19670704 199312 2 001

Tembusan:

1. Kepala SMA N 1 Srandakan



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
 YOGYAKARTA 55213

operator2@yahoo.com

SURAT KETERANGAN / IJIN

070/REG/VI/465/2/2014

Membaca Surat : **DEKAN FAKULTAS BAHASA DAN SENI** Nomor : **0812A/UN.34.12/DT/II/2014**
 Tanggal : **20 FEBRUARI 2014** Perihal : **IJIN PENELITIAN/Riset**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **NUR RAHMAWATI** NIP/NIM : **10202244004**
 Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
 Judul : **IMPROVING ENGLISH CLASSROOM INTERACTION OF GRADE X STUDENTS OF SMA N 1 SRANDAKAN THROUGH INFORMATION-GAP ACTIVITIES IN THE ACADEMIC YEAR OF 2013/2014**
 Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
 Waktu : **20 FEBRUARI 2014 s.d 20 MEI 2014**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
 Pada tanggal **20 FEBRUARI 2014**
 A.n Sekretaris Daerah
 Asisten Perekonomian dan Pembangunan
 Ub.
 Kepala Biro Administrasi Pembangunan



Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. DEKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



**PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 0562 / S1 / 2014

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/V/465/2/2014
Tanggal : 20 Februari 2014 Perihal : Ijin Penelitian

Mengingat :

- Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama : **NUR RAHMAWATI**
P. T / Alamat : **Fak. Bahasa dan Seni, UNY, Karangmalang Yogyakarta**
NIP/NIM/No. KTP : **10202244004**
Tema/Judul Kegiatan : **IMPROVING ENGLISH CLASSROOM INTERACTION OF GRADE X STUDENTS OF SMA N 1 SRANDAKAN THROUGH INFORMATION-GAP ACTIVITIES IN THE ACADEMIC YEAR OF 2013/2014**
Lokasi : **SMA N 1 SRANDAKAN BANTUL**
Waktu : **21 Februari sd 20 Mei 2014**

Dengan ketentuan sebagai berikut :

- Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
- Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
- Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
- Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
- Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
- Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
- Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : Bantul
Pada tanggal : 21 Februari 2014

A.n. Kepala,
Kepala Bidang Data
Rekam dan Pengembangan,
D.K. Saubid. Litbang



Tembusan disampaikan kepada Yth.

- Bupati Bantul (sebagai laporan)
- Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
- Ka. Dinas Pendidikan Menengah dan Non Formal Kab. Bantul
- Ka. SMA N 1 SRANDAKAN BANTUL
- Dekan Fak. Bahasa dan Seni, UNY
- Yang Bersangkutan (Mahasiswa)